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ABSTRACT

This collection of abstracts describes 273 research reports selected among the research materials and publications produced by the Korean Educational Development Institute (KEDI) since its foundation in August 1972, through December 1981. Most of these reports are briefly summarized into the abstract form while some are presented in descriptive forms depending on the nature and the type of research undertaken. The abstracts are arranged by a system applicable to the expected automization of the information retrieval system (computerization) of KEDI. Citations include descriptors, identifiers, and a classification number. A subject index lists titles of publications falling under 25 education-related topics. (JD)

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EDUCATIONAL RESEARCH ABSTRACTS

(1972~1981)

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SP024 391

KOREAN EDUCATIONAL DEVELOPMENT INSTITUTE

FOREWORD

Since its establishment on August 30, 1972, the Korean Educational Development Institute (KEDI) has undertaken comprehensive and scientific researches on the idology, goals and methodologies of education appropriate to the tradition and reality of Korea. KEDI has also placed much of its efforts to provide new measures, through various research and development activities, that would contribute to the long-term development of national education by rationally dealing with the problems faced by Korean education.

KEDI has just celebrated its tenth anniversary last year. It provided a good opportunity to assess KEDI's past achievement, to reassess its present performance and to prioritize the future directions in research and development. One distinct accomplishment made by KEDI is in terms of the publications developed by the institute. Over the past decade or so, KEDI has produced a large number of research publications on educational foundations, educational policy, curriculum, educational broadcasting and educational informations.

In order to provide helpful references to educational policy-makers, administrators, researchers and professionals, KEDI has published a cumulative collections of abstracts in 1982 for various researches undertaken since 1972.

This is the second edition of the English version of the publication. This English version of abstracts is particularly intended for the international academic community. It expresses KEDI's intention to introduce the R & D activities performed by KEDI in the past, so that the results of our efforts can be shared. Much acknowledgements are due to many of the KEDI research staff who have participated in compiling this volume. A special appreciation is due to the staff of the International Cooperation section of KEDI.

October, 1983

Young Shik Kim
President,
Korean Educational
Development Institute

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Seoul, Korea

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SAMPLE ENTRY

This collection of abstracts contains 273 research reports selected among the research materials and publications produced by KEDI since its foundation in August 1972 to December 1981. Most of these reports are briefly summarized into the abstract form while some are presented in descriptive forms depending on the nature and the type of research undertaken.

The abstracts are arranged by a system applicable to the expected automization of the information retrieval system (computerization) of KEDI. The contents of this publication are arranged as follows.

- The abstracts are classified into two types.
- Abstracts for regular research reports are first compiled, followed by abstracts on miscellaneous and other research reports.
- The last section of this publication contains the subject index for both regular and miscellaneous research abstracts.

Preliminary Study on Curriculum for Teacher Education
↑ title

ChoongHoi Kim et al,
↑ author, researcher or editor

Educational Research Report No. 50.
↑ title of report

KEDI, 1976 p. 129, Korean
↑ publishing Institute ↑ year of publication ↑ total pages ↑ language used

Des.– Teacher Education Curriculum, Training of Primary School Teachers
↑ Descriptor

Ide. –
↑ Identifier

This study, as a preliminary research to develop programs for teacher training, is an attempt to decide the subject matter contents for teacher training on the elementary and secondary school levels. In order to arrive at the goal, it was necessary to ask such research questions as follows:

- What is the major implication of the concept of modern education for designing the curriculum for teacher education?
- What does the concept of teaching imply for teacher education?
- What is the teacher's major function in school setting?
- What are the knowledge and skills that enable the teachers to carry out their professional functions?

Actually, the present study is regarded as a process of deriving conclusions from the answers to the above questions.

In the present study, five task areas were chosen for the analysis of teacher's professional function and competence. They are planning instruction, directing teaching-learning process, evaluating student's achievement and growth, counseling and guidance, and research.

Based on such analysis and elaboration, the researchers selected 21 teacher training courses including the theories of education, curriculum, teaching method, school (classroom) management, and human development. . . . . .

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* References

- Descriptor (Des.) – Subject terms which characterize substantive content are printed in the subject index.
- Identifier (Ide.) – additional identifying terms which indicate the proper nouns.
- Classification Number – KER is assigned to published research reports. MER for miscellaneous publications and other research reports.

KEDI Educational

Research Report

1972~'81

000001~000148

KER. 000001

Toward a New Instructional System

– Summary Report of the First Small–Scale Tryout –

Yong Ho Kim et al.

Educational Research Report No. 1

KEDI 1973, P. 339, Korean

Des. – New Instructional System, Small-Scale Tryout, Development Models of Teaching Learning Materials, Learning Achievement Level

Ide. – Gyesung Primary School, Soosong Primary School

One of the most important tasks of the Elementary-Middle School Development Project which was launched by KEDI to improve education in the Korean elementary and middle schools is the development of a new instructional system based on recent instructional theories and best suited to the Korean educational setting. To accomplish this task, a tentative KEDI instructional system model has been developed which will be tried out during the next few years in order to verify its effectiveness and feasibility. As the first step in these educational development activities, the instructional system was given a tryout to identify the possible difficulties that may be encountered in applying it to the schools and to obtain information for its improvement.

Subject areas (arithmetic and science) of two grade levels (third and fifth) were selected for this first tryout. Six third grade classes and six fifth grade classes from two elementary schools in Seoul participated in the tryout which lasted for about 5 weeks–from the last week of May to the end of June, 1973.

The aspects of the KEDI instructional system that underwent trial at this time are as follows.

First, the KEDI instructional process model, which is consisted of five stages (Planning, Diagnosis, Teaching-Learning, Extended Learning, and Evaluation), was applied to the instruction for each of the units. Emphasized were identification of student deficiencies in the prerequisties for the unit, the remedial learning to correct these deficiencies, and the regular checking of student progress and compansatory or enrichment learning during the course of instruction.

Second, various new teaching-learning materials were developed and utilized. A new type of teacher's guide was developed in accordance with the KEDI instructional model and provided to the teachers. Workbooks which contained programmed materials, various exercises, and observation sheets were used by students for independent study. The new teacher's guides and student workbooks replaced the usual teacher's lesson plan and student notebook. In addition to these materials, diagnostic, formative and summative tests were developed and used to evaluate the student progress.

Third, ITV programs were used in instruction. Because there programs were developed as the main instructional means, each program had a different orientation depending on the characteristics of the subject matter and the unit.

The results of the first tryout of the KEDI instructional system with the characteristics described above were as follows.

Approximately 90 per cent of the students involved achieved mastery of the instructional objectives in three out of the four tryout units. Only the achievement in third grade arithmetic was unexpectedly low. According to the interpretation made by the KEDI researchers and the participating teachers, this low achievement in third grade arithmetic might be partly attributable to the inadequacy of the instructional materials used in the tryout, but it was thought more likely to have resulted from the difficulty of transition from the old to the new mathemetics curriculum at this grade level.

The teacher's guides, student workbooks, and ITV programs were successfully used and there were no particular difficulties encountered in using them. Teachers have pointed out that the teacher's guide provided good guidelines for the planning of instruction for the unit, and that the use of workbooks relieved them from the time-consuming blackboard writting and the preparation of homework assignments. Also, the students showed very favorable responses to the use of workbooks. More than 95 per cent of the fifth graders wanted to continue to use the workbook. Programmed materials and ITV programs proved as effective as teacher lectures in achieving the instructional objectives.

The new instructional process model was successfully applied to the instruction of arithmetic and

science in the third and fifth grades. Teachers reported that they did not have particular difficulties with the new instructional model. Furthermore, it was effective in identifying deficiencies in previous learning and in helping students complete the instructional units successfully. Supplementary programs also contributed greatly to the achievement of the instructional objectives.

These conclusions imply that the new KEDI instructional system and teaching-learning materials were successfully implemented in the present school setting. However, it should be noted that the conclusions were drawn from a limited number of grades and subject matters and based only on one unit of each subject area at each grade level. In order to verify the feasibility of the KEDI instructional model, more tryouts that would include more subject areas, grades, and expanded unit content are needed.

KER. 000002

Current Status and Problems in Teacher Education for Korean Elementary Schools

Yong Won Kim et al.

Educational Research Report No. 2

KEDI, 1973, P. 91, Korea

Des. – Education of Elementary School Teachers, Teacher's College

Ide. –

A study on the improvement of teacher education being carried out by the Korean Educational Development Institute as a long-term research project is focused on the research and development for the contents and programs concerning teacher training.

One of the basic works precedent to conducting full-scale research is, however, to grasp the current status and problems of teacher education.

This study is aimed at reviewing and analyzing the relevant literature with respect to current status of and problems in teacher education for elementary school.

The results of the study can be summarized as follows:

1. **Current Status of Teacher Education**

a. General Tendency

- The numbers of students and faculty members of 16 junior teachers colleges in the nation were 12,713 and 797 respectively by the end of 1972.
- The numbers of new students and graduates of 16 junior teachers' colleges were 5,992 and 5,675 respectively in 1972.
- The total budget of the 16 junior teachers' colleges for 1972 was 22 times that of 1962.
- The average dropout rate in junior teacher' colleges during the last four years was 3.8%.

b. Curriculum

- Students are required to complete 94 credits for graduation from junior teacner's colleges. Of these, 35 credits are allocated to general education while the professional courses for teaching occupies 59 semester hours.
- Students are overloaded with academic work because subject matters are excessively subdivided.
- Instructional contents overlap among subject matters on one hand. On the other hand, subject matters are unreasonably integrated or separated.
- The curriculum contents for junior teachers' colleges are often irrelevant to elementary school education. The subject matters such as fine arts, music and physical education are often deficient and insufficient.
- A course for student teaching practice requires 8 credits during the period of 4 weeks.
- For this practicing course, students of graduating class are assigned to elementary schools attached to and designated cooperating schools by junior teacher's colleges.
- The number of students to each student teacher assigned ranges from 10 to 15 in the case of schools attached to junior teachers' colleges and 5 to 10 in the case of cooperating schools.

c. Status of Students

- The major motives of students to enter junior teachers' college were revealed to be their unfavorable financial conditions.
- Half of the students regrets their decisions to enter the colleges. The reasons include: inadequate job prospects and the lack of aptitude and interest in educational service.
- 27% to 63% of the students are not satisfied with their instructional and college atmosphere.

- One third of the Students' responses show that they do not have intention to be elementary school teachers after graduation.
- Half the students are boarding or have rooms for rent cooking thier own meals. And, the majority of students find it difficult to meet school expenses.
- More than 60% of students have indifferent attitudes towards conselling with professors about their problems because of the lack of professional counsellors.
- Major concens of the students are entrance to schools of higher level and employment after graduation.

d. Incentive System

- New students of junior teacher's colleges are given the privilege of exemption from entrance fees, and senior students the tuition fees.
- A subsidy of 4,000 won for school expenses is granted every semester to all students of junior teachers' colleges.
- Male students of junior teachers' colleges are given the privilege of exemption from active service. They get placed on the reserve list as non-commissioned offices after completion of a given-period of military training.

e. Professors of Junior Teachers' Colleges

- Professors between the ages of 35 and 44 constituted for more than half of the total number of professors.
- Professors who graduated from colleges of education constituted 46.5%. Those who graduated from colleges other than colleges of education were 53.5%.
- Professors in charge of subject areas of their own majors constituted 70%.
- Professors overloaded in their duties were 21.7%. And, 16.9% of professors expressed their difficulties in actively engaging in their research work due to the lack of expenses, facilities and data for research.
- 19.3% of professors were not satisfied with their educational service because of such reasons as their own financial difficulties, the lack of studuents' motivations for learning and inadquate school facilities.

2. Problems of Junior Teachers' Colleges

a. Problems in the System

- The objectives of the national elementary school teacher education are abstractly presented.
- The goals and objectives of each college lack originality.
- Intensification of education that better meets the basic goals and objectives is called for.
- Curtent educational contents are not appropriate for elementary school teacher education
- Credits required for graduation are excessive for the duration of schooling.
- The duration of student teaching practice course is not long enough considering its importance.

b. Problems in the Curriculum

- Semester credits required are excessive.
- Instructional contents overlap among subject matters, while subject matters under one catagory are too burdensome.
- Some contents are irrelevant to current elementary school curriculum.
- Integration and relevances of contents of subject matters are insufficient.
- No consideration is given in distinguishing boys and girls in the delivery of the curriculum.
- There is lack of consistency among the objecitve, the contents, and the instructional methods.
- The objectives of liberal education are difficult to be accomplished because subject matters offered are excessive.

c. Problems Concerning the Status of Students

- Students entered junior teacher's colleges without firm motives.
- Many students showed dissatisfaction with their school lives.
- A third of the students showed reluctance to be a teacher after graduation.
- Most students were in financial difficulty.
- Most students had no experience of personal contacts with professors for individual guidance.

d. Problems in the Incentive System

- The subsidy granted to students for their school expenses was not sufficient.
- The R.N.T.C. training course is a great burden to the students

e. Problems Concerning the Status of Professors

- The qualitiative improvement of professors is called for.
- Among professors, graduates of colleges other than the colleges of education exceed those of colleges of education in number.
- Improvements of research conditions are required
- Some professors are in charge of subject matters different from their majors
- Securing of qualified professors is necessary

KER. 000003

An Application of the KEDI Instructional System Model to Science Teaching in a Middle School

Jong Ha Hanet al.

Educational Research Report No.3

KEDI, 1974, P. 62, Korean

Des. – New Instructional System, Science Education, Regulation Group, Experimental Group.

Ide. – Attached Middle School to Seoul Teacher's College

The purpose of this study is to examine the practicability and effectiveness of the KEDI Instructional System Model (ISM) through its application to science class at middle school level. The hypothesis was that ISM will be more effective in mastering instructional objectives of science education at middle school level than Conventional Instructional System(CIS). To test this hypothesis, the design of experimental and control groups with only post-test was adopted in the study.

Two second grade classes, each composed of 68 students, of the middle school attached to the College Education at Seoul National University were randomly chosen from 7 classes for the study. ISM was applied to one of the two classes and CIS was applied to the other class. The average intelligence quotient (IQ) of the experimental group (ISM) was lower than that of control group. The IQ difference between two groups was found to be statistically significant at 02 level ($p<02$). To sum up the result of the study, the KEDI Instructional System appears to be a effective model for the improvement of academic achievement at the middle school level. The comparison of the results support the hypothesis the achievements ISM that ISM will be more effective than CIS. Analysis of the achievement of these two groups in terms of their ability (IQ) level show that upper and middle sub-group of ISM class made significantly more progress than those of CIS. Nevertheless, it should be noted that the lower sub-group of ISM still showed a slightly higher achievement level than CIS in spite of their lower IQ level compared with the lower sub-group of CIS.

KER. 000004

An Exploratory Study of the Key Variables for the Diffusion of Educational Innovations

Sung Yun Jun et al.

Educational Research Report No. 4

KEDI, 1973, P. 167, Korean

Des. – Diffusion of Educational Innovations, Effects of Demonstration, Educational Curriculum Models, Teacher Variables, Parents Variables

Ide. –

This is a report on the research undertaken by Sungyun Jun and others (innovation diffusion study team of KEDI) during the latter half of 1973.

The purpose of this study was to investigate the effects of the second small-scale tryout (November 5-December 1, 1973) of KEDI's new instructional system analyzing the perception of teachers and parents in the three tryout schools. It was also to find out the key variables which have had major influences on the effects of the tryout.

The contents of the research are: satisfaction level of the innovated program; teachers' advancements in their understanding and knowledge of education; degree of the application of KEDI's new instructional model; and interest level of the KEDI project including its tryout programs.

The influencing factors may be classified into three categories. The first one is the tryout program and the additional treatment. An additional treatment has been given to one (School C) of the three tryout schools. The second source of influence is the various factors entitled as independent variables in the research design. The third source of influence is a set of organizational characteristics. In this study, the organizational climates of the thrve tryout

schools have been set as the intervening variables.

Major effects of the independent, intervening, and dependent variables and their relevant effects were verified through two steps.

Apart from the manifested influences, such as treatment of additional treatments, psychological traits of teachers exerted some latent influences on the tryout effects. For example, a significant correlation is obtained among the sense of efficiency, the level of job satisfaction and the effects of the tryout.

There seems to be no fixed form of relationship between the degree of exposure to information and the effect of tryout. However, some correlation is found between the expectation level of KEDI and effects of tryout.

The relationship between the background variables and the effects of tryout is too complicated to make a simple description. Turning to the organizational climates of the tryout schools, an "open climate" is found for school A, a "controlled climate" for School B, and an "autonomous climate" for School C. So School A is characterized by its "high emphasis on production" while School C by its "low emphasis on production" and "high consideration." School C is also characterized by its "high spirit" and "high intimacy" of the teachers. Thus School C is considered as an organization of "harmonious human relations." We can tell from this result that the acceptance level of innovation programs can hardly be explained by the nominal organizational climate such as open or closed climate of schools.

Analyzing the data on parents, some interesting results are found. Some differences are found between the tryout-observant parents and non-observant parents. The more affirmative attitudes the parents have toward school education and the more sense of efficiency they have on education, the greater interests they manifest in the tryout program. Also mothers and younger parents tend to express a higher level of interests than fathers and older parents. In educational background of the parents, high school graduates show the greatest interest of all parents.

KFR. 000005

Perceptual Orientation of School Teachers and Students in Teacher Training Institutions

Young Woo Kim et al.

Educational Research Report No. 5
KEDI, 1973, P. 81, Korean

Des. – Perceptual Tendency, Teacher's Perceptual Tendency Test, Perception Development Program, Preceptional Psychology

Ide. – Inchon Junior Teacher's College, Agriculture College of Seoul University, Teacher's College of Korea University

This is a report on the research undertaken by a teacher education team of the Korean Educational Development Institute (KEDI) during the period of August through December, 1973.

The behavior of an individual is always the result of the particular field of meaning existing for him at the instant of his bahavior-especially, how he sees himself, how he sees the world in which he is living and the purposes he has in mind at that moment.

The purpose of this study was to obtain the basic data required for organizinig a perception development program for the teacher training program. For this purpose, a Teachers Perceptual Orientation Scale was developed based on the theories of perceptual orientations of elementary and secondary school teachers. Also, students of teacher training institutions were measured by using the instrument. Teachers' Perceptual Orientation Scale is composed of 70 items and each item has five-point rating. A total of 1154 samples, consisting of 203 elementary school teachers, 338 secondary school teachers, 236 students in junior teachers colleges, 215 students in colleges of education and 162 students in the other teacher training institutions, were tested.

On the basis of the data obtained, the mean scores were calculated by sex, length of educational service and educational background in the case of teachers, and by sex, average school achievement level and school grade in the case of students. Also, the value or critical ratios for the mean obtained were calculated to test the significance of difference.

Following conclusions were drawn from the study.

1. Perceptual orientations of female teachers are more positive than those of male teachers. It appears that female teachers would bring about better educational effectiveness than male teachers in perceptual orientation.
2. Teachers' perceptual orientations are not related

to the length of educational service. Teachers' perceptual orientations had been formed before they became teachers irrespective of the length of educational service.

3. There are no significant correlations between secondary school teachers' perceptual orientations and their educational background.
4. Perceptual orientations of elementary school teachers are more positive than those of secondary school teachers. It appears that elementary school teachers have greater devotion to duty than secondary school teachers in terms of perceptual orientations.
5. Perceptual orientations of students in the college of education and the junior teachers' college are not related to their school grades and achievements.
6. There is no significant difference in students perceptual orientations by sex.
7. There is no significant difference among teacher training institutions. Teacher training institutions have no perception development programs for those students taking teacher training courses. This is mainly because there generally lacks the awarenness of the need for the program and there are no programs developed for uses in schools.

KER. 000006

A Study on the New Community Education Activities: The Status and the Relationship to Some Variables.

Tae Sik Hong et al.

Educational Research Report No. 6

KEDI, 1973, P. 193, Korean

Des. -- New Community Education, Social and Psychological Variables, Localization in the Management of Educational Curriculum

Ide. --

The purpose of the present study was 1) to find out the actual status of the new community education activities, 2) to examine the possible effects of social and psychological variables in the school, the community and methods under practice for the new community education activities and 3) to the problems of the new community education activities.

The major results of this study using the questionaire method are as follows.

1. Actual status of the new community education activities of the schools (during the first semester in 1973)
   - Opening school facilities for people in the community
   - Organizing various meeting for the people in the community namely, athletic meetings, movie presentations, displays, social interaction meetings, and so on.
   - Conducting adult education activities on such themes as simplified family ritual standards, family planning, housekeeping, sanitation and hygiene, vocational skills, recreation, child rearing and guidance, and so on.
   - Public service activities of students
   - Using educational resources of the village or the community in teaching activities.
2. Social and psychological variables related to schools, communities and the methods used for the new community activities of schools are as follows:
   - The variables related to schools
   - The influence of variables related with the methods used in the new community education activities
   - The variables which constitute the characteristics of the community (e.g., the educational and economic levels of residents and so on.) had no influence on the new community education activities of schools
3. The problems in the new community education activities and satisfaction with the activities presented by teachers:
   - the difficulties caused by various factors within and out of school
   - the problems in the contents of recommendations for improvement of new community education activities
   - The problems of the teacher satisfaction with the new community education activities, ten general recommendations for improving the new community education in schools are suggested

KER. 000007

Revision and Supplement of Educational Develop-

ment Plan
Shin Bok Kim et al.
Educational Research Report No. 7
KEDI, 1975, P. 292, Korean
Des. – Educational Development Plan, Comprehensive Long-Term Educational Planning
Ied.

The purposes of this study are two-fold. The first one is to correct and supplement the Educational Development Plan (72-76) according to the prospect for a long-term comprehensive educational development, situational changes and the changes of policy direction.

The second one is to present the quantitative and qualitative indexes of the Korean Educational system in the remaining period. The Long-term Comprehensive Educational Development Plan was made to meet the necessity of a long term plan. The Educational Development Plan was made by supervisors and administrators in 1970.

This study concentrates on the following six general directions.

- change the curriculums of various school levels step by step
- expansion and equalization of secondary education
- reforms in higher education
- strengthening of technical education
- research and development in education
- expansion of the non-formal education system

The educational plan is established in areas such as elementary education, higher education, science and technical education, teacher education, social education and physical education.

The study suggests the necessities for the systematization of educational administration, the improvement in research and development, and the planning educational finances in order to secure the support system for the plan.

KER. 000008
An Application of a New Instructional Model-Summary Report of the Second Small-Scale Try out of the KEDI Instructional System
Jae Mun Park et al.
Educational Research Report No. 8
KEDI 1974, P. 19, Korean
Des. – Comparison Group, Educational T.V. Program, Educational Achievement Level
Ide. – Hyagwe Primary School, Dongbook Primary School, Puheung Primary School

The major task of the Korean Educational Development Institute is to develop and implement a new instructional system for Korean elementary and middle schools. This new instructional system is characterized by a variety of instructional materials of high quality and the improved instructional procedure. To verify the effectiveness of the new instructional system, KEDI will select 45 elementary and middle schools throughout the country and conduct large-scale demonstrations of the system from September, 1975 through February, 1978. Before conducting these nationwide demonstrations, KEDI plans to conduct a series of small-scale tryouts to tentatively develop and refine new instructional procedures as well as instructional materials. The first tryout was conducted during May and June of 1973. The present report concerns the second of such tryouts which was conducted during November and December of 1973. The specific objectives of the second tryout were; (a) to verify the appropriateness of the KEDI general instructional model for instruction at the primary grade level, (b) to study the effectiveness of the KEDI instructional system compared with the current instructional system, and (c) to obtain information for the improvement of instructional materials and the material development procedure.

For this second tryout, 12 second grade classes from three elementary schools were randomly selected for the experimental group and the remaining classes(8) in the same schools served as the control group. The subject areas involved were moral education, Korean language, and arithmetic. The tryout lasted for four weeks.

The aspects of the KEDI instructional system that underwent trial at this time were as follows.

First, the KEDI instructional process model, which consists of five stages (Planning, Diagnosis, Teaching-Learning, Extended Learning, and Evaluation), was applied to the instruction for each subject area. This KEDI model emphasizes the identification of student deficiencies in the prerequisites for the unit, the remedial learning to correct these

deficiencies, and the regular checking of student progress and compensatory or enrichment learning during the course of instruction.

Second, various new teaching-learning materials were developed and utilized. A new type of teacher's guide was developed in accordance with the KEDI instructional model and provided to the teachers. Workbooks which contained programmed materials, various exercises, and extra reading materials were used by students for independent study. In addition to these materials, diagnostic, formative and summative tests were developed and used to evaluate the student progress.

Third, ITV programs were used in instruction. Two ITV instruction were given in each subject area. Because these programs were developed as the main instructional means, each program had a different orientation depending on the subject matter and the unit.

Fourth, the effectiveness of the KEDI instructional system was compared with that of the current system. The experimental group was given instruction according to the KEDI model and utilized KEDI teaching-learning materials, while the control group was given conventional instruction.

The results of the second tryout of the KEDI instructional system with the characteristics described above were as follows:

In terms of students' achievement, the KEDI model was successfully applied to the instruction for the second grade level. Approximately 80 per cent of the students achieved mastery of the instructional objectives which is much higher than their ordinary performance. Some modifications seem to be necessary, however, if the KEDI model can be applied more successfully to instruction for the primary grade levels.

The KEDI instructional system was more effective compared with the conventional system. In the experimental group, about 82 per cent of the control group students in Korean language and 75 per cent in arithmetic reached the mastery level, while only 70 per cent of the control group students in Korean and 56 per cent in arithmetic reached this level. In moral education, the proportion of the students who showed desired attitudes in the experimental group was much larger than that in the control group.

The teacher's guides, student workbooks, and ITV programs were successfully used and there were no particular difficulties encountered in using them. Teachers have pointed out that the teacher's guide provided good guidelines for the planning of instruction for the unit, and that the use of workbooks reduced their workload. But the programmed materials and ITV programs proved less effective than teacher instruction in achieving the instructional objectives.

From these results, it can be concluded that the new KEDI instructional system and teaching-learning materials were successfully implemented in present school setting. However, it should be noted that conclusions were drawn from a limited number of subject matters and based on only one month of tryout. In order to verify the effectiveness of the KEDI instructional model, more tryouts are needed which include more subject matters grades, and longer period of time.

KER. 000009
Teacher's Guide for Population Education
Soo Il Kim et al.
Educational Research Report No. 9
KEDI, 1974, P. 114, Korean
Des. – Population Education, Guide for Population Education, Objectives of Population education for each grade, Natural rate of Population Increase, Population Density
Ide. –

This study compiled as The Guide Book of Population Education For Teachers, aims for the students to become aware of population issues. This study presents population features of the past and future vertically and economic, social sanitation and educational problems related with population horizontally. This study is restricted to the social studies in the first-third grade levels of elementary school. It includes the practical guide, the scope and the summary of population education.

The reasons for confining the scope of this study this way are as follows. First, population is the fundamental element in the forming of a society and the social studies aim to make parents responsible for their own children.

Secondary, we can expect to elicit more results in the lower grades of elementary schools than in

the upper grades with respect to the value formation for the changes in basic behaviors. We selected the guidebook to population education in the 1st-3rd grade of elementary school for above reasons and this guidebook purports that the teachers deepen and expand population consciousness in the whole context of social composition.

The specific contents of the guidebook are as follows. First, it proposes the scope and the summary of population education. It then presents the aims and contents of population education for each grade. And lastly, it shows the instructional contents and methods for each grade by semester. In addition, it presents questions to evaluate the achievement level of population education for the first grade only. As an appendix, it includes supplementary materials for instruction, reference materials for teachers, the definitions and formula used for population statistics, the statistical data on Korean population. Also included are statistical data for population, land areas, rate of increase and population density for each nation and each continent.

KER. 000010

Curriculum Development for Population Education in Social Studies in Elementary and Middle Schools.

Kuk Bum Shin et al.

Educational Research Report No. 10

KEDI, 1974, P. 128, Korean

Dec. – Population Education Program, Population Education Materials in Social Studies

Ide. –

Today's world population is about 3,800,000,000 and the rate of population increase is about 2 percent per year. It is expected that the world population will reach 7,600,000,000 in 35 years. Population increase raises various social problems, exhausts natural resources very quickly and causes environmental pollution. It threathens the very quality of human lives. For this reason the mankind tries to lower the rate of population increase.

The study aims first to define the scope and other areas of population education which should be treated in the elementary and middle school social studies. It then aims to prepare the materials that may be used in the 4th-6th grade and the 9th grade levels so that the curriculum includes population education and that teachers may teach population problem more efficiently.

This sutdy deals with the following items for each grade level.

- to set the goals of population education in social studies
- to define the scope and the order of population education in social studies
- to develop the materials for population education in social studies

Literature review, conferences and workshops by experts and pilot instructions were carried out as the method of this study.

Following items are proposed as the result of this study. First, in-service teacher training is urgent for the successful teaching and learning of population problems. Secondly, the necessity of population education and the development of relevant materials are urgent for pre-service teacher training. Thirdly, in elementary and middle schools, the research on population education by an independent and separate department should be abolished.

KER. 000011

Development of Instructional Materials for the Improvement of Industrial Arts Program in the Middle School

Kye Hak Lee et al.

Educational Research Report No. 11

KEDI, 1973, P. 320, Korean

Des. – "Technique" Education in Middle Schools, Instructional Model for Individually Assessed Skill Learning

Ide. –

1. Introduction

According to the estimates of the Ministry of Science and Technology (MOST), approximately 1.8 million skilled workers are to be supplied to support the nation's heavy and chemical industries during the period of 1972 to 1982.

Among 1.8 million, 840 thousand skilled workers, equivalent to 47 percent of the manpower needed in the field, should be trained through school education. Therefore, vocational education as well as industrial arts education, especially at the secondary school level, should be strengthened to meet this need.

However, the industrial arts programs currently being practiced at middle school level have been facing serious difficulties and problems.

The purpose of this study is to develop an appropriate skill learning models and some exemplary instructional materials which could replace currently inadequate and ineffective industrial arts programs in middle schools. For this purpose, Skill Learning Study Group of KEDI has tentatively conceptualized the Individually Assessed Skill Learning Model as a new instructional system of industrial arts education for the middle schools. The Study Group also developed 81 types of exemplary instructional materials (teaching-learning materials) on the basis of the new model.

2. According to the Individually Assessed Skill Learning Model, an instruction unit for a basic skill includes four stages. At the first stage of Identifying Goals, students identify terminal goals of the subject and acquire related information from the workbook; At the second stage, students observe a demonstration of the skill either through 16mm films or in-service teachers; At the third stage, students proceed to practice one sub-skill after another according to the procedures described (read work sequence on operation sheet, observe a demonstration film of a sub-skill, practice, and self-evaluate acquired sub-skill); At the fourth and final stage, the teacher evaluates student's performance of the basic skill according to the terminal goals of the instruction unit.

3. Teaching-Learning Materials

The Skill Learning Study Group of KEDI developed various teaching-learning materials needed at each stage of the Individually Assessed Skill Learning Model. With these materials, students acquire basic skills individually and/or with the help from teachers. The kind of materials and their characteristics are as follows.

- Teachers' Guide & Lesson Plan

Teachers' guidebooks are designed to help teachers plan and manage his/her classroom instruction. It is expected that with these teachers' guides, qualified as well as non-qualified teachers are being helped in planning and teaching their instructional programs.

- Student Workbook

The workbook is designed to help students acquire related informations of the skill without the teacher's help.

- Demonstration Film

For each basic skill, one 8mm or 16mm audio-color film was produced to demonstrate the working processes and various component skills related with that specific skill.

- Operation Sheet

Students use the operation sheet when practicing sub-skills at the third stage according to the Model. It gives the students the information about required materials, tools, work procedures, and remarks on working.

- 8mm Film Loop
- Checklist

4. Concluding Remarks

In order to improve the quality and the effectiveness of the industrial arts (vocational) programs for middle schools, the Individually-Assessed Skill Learning Model was conceptualized and related materials were developed. A feasibility study of the Model must ensue. How to relate these materials to the textbooks currently being used in the industrial arts program at the middle school level is also a problem to be carefully studied.

KER. 000012

An Experimental Research on the Effect of Inquiry Teaching

Sae Gu Chung et al.

Educational Research Report No. 12

KEDI, 1974, P. 78, Korean

Des. – Inquiry Teaching General Model for Educational Curriculum, Explanatory Teaching, Learning Achievement, Learning Completion Level

Ide. – Namsan Primary School

The purpose of this study was, in accordance with the recent emphasis on inquiry mode in the new curriculum, to examine whether or not the inquiry teaching method was more effective than the expository teaching method generally used in our country. The other purpose of this study was to prove if the KEDI General Instructional System Model could be effectively applied to inquiry teaching in social studies.

In order to achieve the purposes mentioned

above, we established three hypotheses:

- the students taught by inquiry method can acquire more of the higher level of knowledge such as concepts and generalizations than the students taught by expository method.
- the students taught by inquiry method can acquire more skills in every area of inquiry than the students taught by expository method.
- the students taught by inquiry method can acquire more clarified values and attitudes than the students taught by expository method.

In an effort to test the hypotheses above, we randomly selected four classes of fifth grade students of Nam San elementary school in Seoul–two classes of 141 boys and girls as experimental group and another two classes of 142 boys and girls as control group–and then exerted nine-week treatment (May 21-July 19) upon the two classes of experimental group while permitting the two classes of the control group continue the expository teaching and learning as it had been.

For the inquiry teaching, which was used as a treatment in this study, we developed such materials as teacher's manual, workbook, etc. after we chose an instructional unit, "Unit 2: The Economic Development Plan and the People's Life." which was well timed with the schedule of experiment.

Main instrument to obtain data included items of summative test administered at the final day of experimental teaching. The items of the test were to measure the three variables of knowledge, inquiry skills, and values and attitudes.

Obtained data were analyzed by t-test, the test for significance of the difference between two independent proportions, and percentage tabulation.

On the basis of data obtained, we proved hypothesis 1, concluding that the students taught by inquiry method could acquire more concepts and generalizations, but not facts, than the students taught by expository method.

Hypothesis 2 was also accepted and we reached a conclusion that the students taught by inquiry method could acquire more inquiry skills in every field. Only the field of inquiry skill on exploration and inference showed lower rate of acquisition in comparison with that on problem identification, hypothesis, and concluding.

In addition, the students taught by inquiry method could acquire higher rate of clarification in values and attitudes than the students taught by expository method, resulting in proving hypothesis 3.

Another important result, which was not directly related to testing hypotheses, was on the application of the KEDI General Instructional System Model to the inquiry teaching of social studies: the rate of mastery learning of experimental group after being taught by new KEDI model was more than 30 percent higher in comparison with that of mastery learning of control group, while the rate of near mastery and non-mastery in learning was far lower; the rate of learning achievement measured through the first and second formative and summative test with only subject of experimental group marked 4-7% higher rate in summative test on knowledge and skill than that in first and second formative test; as to the field of values and attitudes, 6-7% difference in the rate of learning achievement was shown between summative test and two formative tests.

Based on the results reported above, we concluded that the KEDI General Instructional System Model could be effectively applied to the inquiry teaching in social studies.

Additional results acquired through the process of experiment were findings of partial but reasonable answers to the negative questions that they raised in terms of application of inquiry teaching to Korean classroom.

First of all, as to the question of scarcity of inquiry skills on the part of Korean students and the question of few student participation in the process of inquiry, we could see that their inquiry skills improved markedly through the process of inquiry learning and that their inquiry activity in the classroom was getting active to the extent that more than two-thirds of class members finally joined to the inquiry discussion.

Secondly, as to the problem of time shortage for leading inquiry classroom, it is true that we felt some difficulties caused by it at the beginning of procedure in experiment. But as teachers and students were getting accustomed to inquiry mode, we recognized, that they began to cope with the time problem from the 3rd and 4th weeks of experiment, finishing scheduled amount of learning in time.

Thirdly, problem facing inquiry teaching, particularly for the large sized classrooms with the number of students from 70 to 80 could not be easily solved at the present situation. But the effects of experimental teaching obtained through this experiment demonstrated the applicability of inquiry teaching in Korean classrooms.

Finally, as to the problems of heavy burden of time spent and of developing materials on the part of teachers for the preparation of inquiry teaching, and as to another problem of high cost for materials, KEDI already undertook the role of developing and supplying needed materials in cooperation with the Ministry of Education and demonstrated that such problems were not unsolvable.

On the basis of these results hitherto reported, we concluded that inquiry teaching could be amply effective under our current situation and that KEDI model could be successfully applied to the instruction of a specific field of social studies and that, most of problems negatively raised, with the advent of application of inquiry teaching to Korean classroom, could be decently solved.

KER. 000013

An Experimental Research for the Improvement of Industrial Arts Program in Middle Schools

Se Ho Shin et al.

Educational Research Report No. 13

KEDI, 1974, P. 48, Korean

Des. – Middle School Industrial Arts' Education, Individually Assessed Instructional Model, Learning Achievement Level, Input Materials

Ide. – Anyang Middle School

The experiment is essentially the second part of the 'Development of the Individually Assessed Skill Learning Model and Related Instructional Materials for the Improvement of the Industrial Arts Program in the Middle Schools undertaken by the Skill Learning Study Group of KEDI during the second half of 1973.

The purpose of this study is to investigate the feasibility and the effectivness of the Individually Assessed Skill Learning Model. The specific objectives of this study are also presented.

A school in Gyunggi Province was selected for the experiment, and eight graders in that school were chosen as subjects for this study. Subject classes were classified into three groups: Experimental, Control I, and Control II.

The subject unit to be taught was an industrial arts subject, in the field of electricity selected out of 9 exemplary materials which KEDI had developed. The experimental group was taught according to the procedures of the Individually-Assessed Skill Learning Model. Control groups were taught according to the ordinary methods of the instruction currently practiced by most industrial arts teachers in Korea. But Control Group II was taught by a licensed industrial arts teacher who had majored in electrics. And, Control Group I was taught by a licensed industrial arts teacher who had not majored in electrics but in Korean language.

The feasibility study has been undertaken intensively since May 1, 1974.

The student achievement tests were given at the completion of the experiment. The achievement tests included the information test and the performance test. Test results show that the Individually-Assessed Skill Learning Model and its related instructional materials can be successfully used in the teaching of related information.

The distribution of students by their achievement level indicates that 76% of the students of the experimental group attained the mastery of the instructional objectives while only 2% fell into the non-mastery group.

This chi-square test on the wire splicing skills between the Experimental Group and the Control Group was performed. The results indicate that the Individually-Assessed Skill Learning Model and its related materials are effective in the instruction of skills and related information, and may be used successfully in teaching industrial arts subjects in Korean middle schools.

This aspect is more clearly supported by data obtained through student questionnaires. Teachers who have taught the same subject through the application of the experimental model reported that they could not find any particular problem with the model and its related materials.

Even though these were successfully applied to field, there should have been some procedural changes in the first and the second stages of the model. In order to learn the feasibility of the model,

we need further research and tryouts, with more grades and subject units. A study on the time and cost-effectiveness of the Individually-Assessed Skill Learning Model and its related instructional materials must also ensue.

KER. 000014
Survey for the Selection of Pilot Schools in Comprehensive Tryout
Se Gee Kim et al.
Educational Research Report No. 14
KEDI, 1974, P. 103, Korean
Des. – New Instructional System, Pilot Schools, Educational Innovation
Ide. –

The development of a new educational system and the distribution of this system for the instructional field are the main task of Korean Educational Development Institute(KEDI). The New educational system consists of tree elements, i.e. new instructional model which was developed by KEDI, new instructional system which uses various learning materials and TV education programs and school administrative system which can manipulate this system efficiently. It is meaningful to establish a model school that will examine comprehensively the possibility of applying this new educational system. Therefore the choice of model school, the collection of materials for the strategem about this school and the grasp of its actual status are fundamental tasks for the development of a new educational system.

This research aims at the follwing: the collection of materials for the ultimate choice of a new educational system, the acquisition of materials for the large-scale model execution and the collection of primary materials for the evaluation of model execution.

This study presents the procedures in choosing the model school candidates and analyzes the results of the questionnaire on these schools. This way, it intends to present a clue for the selection of a model school and the necessary strategem. In addition, it synthesizes and arranges all materials according to each school. The survey of 60 model schools show us that we should take the following into consideration in selecting a model school: the conditions of a broadcast receiving; the traffic problem; the problems of accepting the educational innovation; the number of classes (the number of students), the problems in the duplication of appointment with other research institutes and the problems of overlap between the experimental school and the supporting department of KEDI.

KER. 000015
Population Dynamics & Educational Planning
Shin Bok Kim et al.
Educational Research Report No. 15
KEDI, 1974, P. 266, Korean & English
Des. – Population Dynamics, Population Change, Family Pianning
Ide. –

This paper aims to review the impacts of population change on quantitative aspects of educational planning in the past and to foresee the possible impacts in the future. Specifically, it analyzes the age-structure of population, the trends of birth rate and death rate, based on the past records. The main concern of the paper is to project the magnitude of change in school enrollments to be resulted from the population change during the forthcoming 20 years.

Two main factors were manipulated in the simulated projection of school enrollment, that is, population change and enrollment ratio. A decomposition method was applied in order to distinguish the determinants of enrollment increase.

In the primary school level, enrollment will continue to decline during the period 1970-80, during which the birth rate drops gradually or sharply, even with the continuous rise in the enrollment ratio. After 1980, however, the demographic factor will make it inevitable for primary-school enrollments to increase again. It is mainly because the female children born in the baby-boom years around 1960 will be fertile at that time.

As for the secondary education, the enrollment increase after 1970 is attributable largely to the rise of enrollment ratio and little to the population change. In the case where the birth rate drops slowly, the population change will retard the steep increase of the enrolment after 1980.

In the case of universities, and colleges, population growth will be the key factor for the enrollment

increase until 1980's, but after 1990 the rise of enrollment ratio will take over the dominant role.

In closing, it may be repeated that this projection adopted many assumptions in order to suggest some policy implications for future enrollments.

KER. 000016

Basic Study on the Model of Instructional Process & Learning Guidance Program for the Low Graders of Elementary School

Young Ho Kim et al.

Educational Research Report No. 16

KEDI, 1974, P. 124, Korean

Des. – Instructional Process Model

Ide. –

The small-scale tryout, already performed in 1973, shows us the efficacy of a general model in a new instructional process, but we suggest that it be rearranged somewhat in the elementary school. For example, on the general model, which is composed of such 5 steps as plan-check up-direction-development-evaluation, how are the check up step and the development step realized in the lower grades of elementary schools? In such adjustment period as the beginning of the first grade, which requires integrated teaching, how is the direction step developed. Similarly, how is the integrated evaluation performed in the evaluation step?

This study was conducted to develop an instructional process model for the lower grades of elementary schools. The characteristics of new students at the beginning of semester and teacher's teaching method for them were examined. Teacher's clinical observations and literature review were also employed. Upon this foundation, attention was paid to the development of an instructional process model for the lower grades of elementary schools.

This research shows the tasks that should be tackled in order to find models that will be used in the lower grades. Questions raised were.

Did the general instructional process model begin to be utilized?

In the checkup step, is the checkup possible? When should the checkup be done? What is the characteristics of the checkup test? What characteristics will the supplementary learning include? Are discussion learning, program learning, and ITV learning possible in the direction step? Should there be any regular instruction time for the development step? Should there be any home assignments or self learning? And in the evaluation step, what is the noteworthy points for the method of evaluation?

KER. 000017

The Strategies for the Implementation of the New Community Education Program

Dae Sik Hong et al.

Educational Research Report No. 17

KEDI, 1974, P. 218, Korean

Des. – New Community Education

Ide. –

For the purpose of supporting the New Community Movement that was launched in the early 1970's, and which has been propelled across the country, New Community Education in schools has performed various activities with effective results for the Movement. There have been, however, many problems in the implementation of the various activities of New Community Education.

Among the problems, those related to the concept, objectives and methods of the New Community Education are becoming educational tasks which have to be urgently met.

In order to solve the above problems, following methods were used. Various references and case books from countrywide sources were analyzed. A general model and a draft of implementation plan were established and developed through data analysis and educational consideration of school activities. The general model and draft were examined for their validity by interviews with school inspectors and teachers in three areas: metropolitan, large city, and rural.

This study consists of theoretical foundations and methods for implementation. The main contents and the results of this study are as follows.

In the chapter on theoretical foundations, the historical background, concept, general model and educational tasks of New Community Education were dealt with.

The methods for implementing the New Community Education programs were organized by their objectives, contents, detailed guidelines, and the evaluation of seven major categories encompassing the New Community Education activities,

i.e. . classroom instruction, school life guidance, public service activities, educational activities for productivity, informal education activities, opening of school facilities and events for the community, and the support to the development of rural areas.

New Community Education should be carried out in harmony with established school organizations and normal activities based on yearly planning for school management. In planning, it is especially important to consider the present status of schools and to select suitable programs.

In addition, some general recommendations were suggested at the end of this thesis.

KER. 000018

Curriculum Development for Population Education in Elementary, Middle & High Schools.

Soo Il Kim et al.

Educational Research Report No. 18

KEDI, 1975, P. 201, Korean

Des. – Population Education, Its Objectives, Its Instructional Process.

Ide. –

Since the facilities for the demography education and family planning education are introduced into higher education in Korea, population education has advanced much toward the understanding of the population problem. But the population education in elementary and middle schools needs more systematic organization of contents and more efficient practice.

In this context, this study aims at the following items: To supply the materials that will show the aims and contents of population education in the future curriculum, to present material on population education which will support the revision of textbooks, and to present the guidelines and criteria for the development of teaching and learning materials.

Four steps of research procedures were clarified for the accomplishment of the aims of this research. They are as follows: The first is to set the ultimate aim of population education, the second, to present the structure of concepts in population education, the third, to set the general aims of population education according to each school level, and the forth is to induce the aims of population education according to each grade and subject and then to subdivide the import of population education according to each aim.

This study will contribute to the population education of elementary, middle and high schools in three respects: The first is that it'll help develop the integrity and organization of the contents of population education. Next, it'll help supply materials which will put into the potential curriculum the aims of population education through the rational change of the concepts of population. And lastly, it'll help present the range and limitations of the development of teaching and learning materials.

KER. 000019

Approaches to Curriculum Organization for Population Education

Yon Geu Song et al.

Educational Research Report No. 19

KEDI, 1975, P. 60, Korean

Des. – Population Education, Instructional Process for Population Education

Ide. –

This study was carried out in order to manifest the conditions needed for the establishment of population education curriculum when teachers hope to perform population education efficiently according the need of the nation & world. Its detailed aims are as follows: To present the conceptual structure for population education, to identify organizational problems through the analysis of the contents of population education which are included in curriculum in use according to the conceptual structure of population education presented, to present the principles needed to organize the contents of population education according to each subject matter and to each grade and to present the draft of contents which is organized according to each subject matter and to each grade. In order to accomplish these aims this study was conducted through a literature review and interviews with experts in instructional fields, and in population education, and with experts and in-service teachers employed for related studies.

Conceptual structure for population education means the structure of basic contents in population education which is needed to accomplish the objec-

tives of population education. This structure consists of 31 general types induced from six areas including: population reproduction and family planning; family scale and living standard population and environment; population and economy; influences that population increase imposes on the individual and on certain groups; and population policy and population planning. In addition, we should supplement new materials in order to accomplish the objectives of population education more efficiently and examine the integrity and order of the contents of population education. So it is necessary to reorganize the whole contents of population education by combining old contents with the new with regard to the range and the hierarchy.

A tentative proposal for the contents of population education according to each subject matter and to each grade level is suggested. Also, the things which should be taken into consideration in the organization of curriculum are presented.

KER. 000020

An Application of a new Instructional Model-Report of the 3rd Small-Scale Tryout of the KEDI Instructional System

Suk Woo Chang et al.

Educational Reserach Report No. 19

KEDI, 1975, P. 82, Korean

Des. – New Instructional System, the 3rd Small-Scale Tryout, School Management System, Programs for the Retarded Child

Ide. – Hannam Primary School, Unjoo Primary School

The purpose of the third small scale tryout is to apply a part of the instructional system that is developed on the bais of the first and the second small scale tryouts. This study aims at the following: To examine the possibility and the efficiency of field application of the new instructional system to the whole subject areas, to ascertain its propriety and efficiency to the particular change of school administrative system and to acquire basic materials needed for rearrangement and supplementation of the new instructional system.

Two model schools and two comparative schools in Seoul selected were tried for 8 weeks. The new instructional system which was applied to the third small scale tryout is largely divided into two parts, i.e., instructional system and school administrative system. In addition, instruments for the development of instructional process model - teacher's guides, textbooks, ITV and instructional radio programs, and all kinds of small materials were utilized.

The results of this third small scale tryout are as follows: For the accomplishment of instructional aims, it appears that the method of the new instructional system is more efficient than the traditional instructional method in the efficacy of learning achievement when the test results of the model group and the comparative group are examined. The new instructional system of KEDI is influential irrespective of the level of student's basic learning ability. It was revealed through statistics that the new instructional system does not change the attitude and learning habits of students. Adoption of the new instructional system at first seems to increase teacher's psychological burden, but gradually decreases the burden as time passes. It was found that the new instructional system raises the quality of the teachers.

In the new instructional system, the programs for the low achievers and for disabled students should also be developed.

et al.

KER. 000021

An Analysis of the 1974's National Academic Achievement

Hyung Kip Kim et al.

Educational Research Report No. 21

KEDI, 1973, P. 116, Korean

Des. – Analysis of National Academic Achievement, Improvement of Educational Quality, Improvement of Instructional Guidance, Establishment of Educational Policy, Differences in the Academic Achievement

Ide. –

KEDI has performed the national academic evaluation for 5 years since 1974 for the Ministry of Education in order to supply primary materials needed for the instructional improvement in the field and for the establishment of educational policy. This is carried out for the purpose of increasing

academic attainments.

Results were obtained through the comparison of the national average among the entire subject matters, the academic difference between rural areas and urban districts, the comparison of the marks among subject matters, and the comparison of achievements among the action spheres.

This study presents some suggestions for the solution to the problems revealed through this test and for the improvement of the effects of school education. For academic improvement in rural areas, a comprehensive research on teaching-learning materials, and on educational administration should be preceded. Research on educational policies should then follow. The research and diffusion of educational techniques that emphasize such functions as application, inquiry ability, and the problem-solving ability should be carried out. In art subjects, practical performance should be emphasized. The departmental system of art subject mater should be considered especially in the case of elementary schools. Research and development for a new comprehensive education system with considerations for the instructional method, administrative system, the selection of learning experience, teacher training, and compilation of teaching-learning materials should be emphasized. The level of national academic attainments should be systematically controlled, so that we may estimate all the results of educational endeavours. Upon these foundations, we can establish better instructional plans while continuing to improve and modify the existing system.

KER. 000022

A Study on the Curriculum & Instructional Materials for Population Education in Elementary & Middle Schools

Yung Ke Byun et al.

Educational Research Report No. 22

KEDI, 1975, P. 44, Korean

Des. – Population Education, Instructional Process for Population Education

Ide. – Moo Hak Primary School, Sung Dong Middle School, Kapyung Primary School, Chungjoo Girl's Middle School.

The purpose of the experimental class was to examine the possibilities of applying the population curriculum in the field. This experiment aims to discover the contents of population curriculum, the assignments of class time schedule, and practical problems in the selection and approach methods of related subject matters and to collect basic materials for improvement.

As experimental subjects, elementary school students in upper grades and middle school students were chosen. One elementary school and one middle school in each city and province were selected and 22 experimental schools were chosen this way. The subject matters selected in elementary schools are social studies, national history, arithmetic, natural studies, athletics, and practical courses. In the middle schools, social studies, national history, mathematics, science, athletics, and home economics were selected.

The experiment presented the following.

- In terms of the population curriculum, students' development levels and learning abilities are considered.
- In terms of contents, teachers felt much difficulty in understading given materials. Also, it is evident that more materials need to be supplemented.
- The problematic contents should be corrected, deleted, or modified according to each school grade and subject matter based on the results of observations and evaluation.
- As far as the time-schedule is concerned, some teachers point out that the number of classes should be increased or decresed, but there is little difference between the given time-schedule and the altered time-schedule.
- In the selection of related subject matters and the relevance of the method of approach, no point was made. Only few duplication of contents among subject matters were pointed out. It was confirmed that duplications were only in contents and not in methods of treatment.

The following items should be taken into consideration in the development of the population curriculum. These items were derived from the problems that are revealed through the experimental class of population education.

- Population education may as well be performed intensively in the limited subject matters.
- Teacher-training that may change the student's previous recognition, knowledge, and attitude on

population education is a short cut to the efficacy of population education.

- Dispersive approach should be avoided as much as possible.
- Auditory facilities should be developed in order to improve the learning effects of population education.
- The development of population curriculum should take regional differences into consideration.

KER. 000023

Survey on School Management System

Se Gee Kim et al.

Educational Research Report No. 23

KEDI, 1975, P. 115, Korean

Des. – School Management System, Supervisory Management, Teacher Systom, School Finances, School Facilities

Ide. –

The new instructional system of KEDI consists of two parts. One is the instructional system that develops the model of instructional process and prepares various teaching-learning materials and teaching programs on T.V. and radio. The other is the administrative system that applies this system to the instructional field. The aims of this study is to discover new problems raised by the changes in school-administration during the operation of the new instructional system and to seek methods of solution, and to apply these materials to the development of school administration system.

This study pursues following measures to idenify how the school administration system has changed and when the new instructional system was applied to the instructional field.

- to apply those extracted contents to the instructional field.
- to identify the conditions in which the current school administration system exists.

The conclusions that were derived from this research are as follows.

- As for the school administration system, a general model that take into consideration of such differences as the city, rural-fishing areas, and secluded islands, school scale, class scale and sub-systems should be developed.
- It is possible to enlarge the scale of learning group (200-300 persons). But in this case, the accomodation scale, learning conditions, and living guidance are problems. Group scale that have no equipments should be taken into consideration.
- The roles of teachers should be specialized so that they may display their talents in their own specialties.
- Both the draft of the academic guidance written by the teacher himself and the guidebook given to him should be used.
- Since the utilizations of TV and radio are meager in learning activities, the problems of controlling the learning speed or manipulation of machinery should be handled in the field.
- The standardization of work duties, the use of various media, and the appropriateness of instructional quantity should be pursued to maximize the teacher's role as teachers in the classrooms.
- A budget directly related to the operation of the curriculum, including a new instructional system, should be executed because instructional finances are not concretely connected with the accomplishment of educational objectives.
- In terms of school facilities, inadequacy of special classes can be noted.
- Supervision should be oriented to the accomplishment of educational objectives. On the problems discovered in supervision, advices from principals and master teachers are important, especially in the new school administration system.

KER. 000024

Toward Improvement of the New Community Education for Rural Development

– Centering Around Non-formal Education Activities –

Dae Sik Hong et al.

Educational Research Report No. 24

KEDI, 1975, P. 260, Korean

Des. – Rural Development, Social Education, New Community Education, Rural Society Education

Ide. –

The New Community Movement (NCM) which

was launched in 1970 has put its major emphasis on rural development in Korea. From the beginning of the Movement, it was urgently requested that effective educational activities be supplemented to the Movement in order to reinforce the deveoipment projects. In 1971, the Government decided to strengthen educational support activities to facilitate the Movement. The New Community Education (NCE) which encompassed both formal and informal educational approaches was implemented. NCE programs have performed various activities to develop human resources which can be effectively mobilized for rural development.

In order to effectively support the Movement through informal approaches, systematic studies and evaluations are needed. This study was directed to meet these needs.

The data in this study were collected from three groups of respondents (farmers, village leaders, rural guidance officers) through the uses of interviews and questionaire methods.

Collected data were analyzed mostly by content analysis method. Major findings in this study are as follows.

- 77.4 percent of the village leaders took part in NCE programs while only 57.8 percent of the farmers participated.
- On a year by year basis, the educational experiences of the farmers through NCE programs tended to increase makedly while those of village leaders showed the trend of gradual increase.
- Ther was an increase in the number of NCE programs which the village leaders and farmers participated in, respectively.
- There was a difference between the total duration of NCE programs which the village leaders and farmers participated in respectively.
- In regards to the reactions to the NCF programs, most of the participating farmers revealed positive opinions as a whole.
- Learning contents through NCE programs included: the cultivation of Tongil rice, environmental improvement, disease and pest control, the utilization of agricultural chemicals and farm management.
- Owing to the lack of facilities and money and inaccuracy of knowledge and skills, rural people had not adopted the learned knowledge and skills.
- The rural guidance officers generally considered that the effectiveness of NCE programs for village leaders was considerably positive but that of NCE programs for farmers was not as positive.
- The educational contents in which farmers had high interest were those on economic crops, vinyl cultivation, pomology, animal production, rice cultivation, horticulture, and so on.
- The educational contents which the village leaders wanted to learn were agricultural skills followed by environmental improvement, spiritual training, leadership, and group activities.
- The important problems faced by the participants in NCE programs were the untimeliness of schedules, the unsuitable educational period, the inaccuracy of educational contents or unsuitable teaching methods and lack of expenses.
- Difficulties faced by the rural guidance officers in carrying out the New Community projects should be reflected upon the educational tasks of the New Community Education programs.
- The important cooperative projects in the village level were projects for environmental improvement of village, projects for income increase and projects for the strengthening of production bases. It was, therefore, suggested that these contents should be further emphasized in NCE programs.
- The key factors for the successful New Community projects were revealed as human relationship among the villagers.
- On the basis of the above results, some recommendations related with the policies and administration of NCE programs were suggested at the end of this report.

KER. 000025

Survey on the Industrial Arts and Home Economics Education in Middle School

Gye Hak Lee et al.

Educational Research Report No. 25

KEDI, 1975, P. 234, Korean

Des. – Industrial Arts, Home Economics Education in the Middle Schools, Operation of Educational Curriculum.

This section presents a brief description of the status of vocational education and home economics

education in middle schools. The presentation is divided into an overview of middle schools, curriculum operation, teachers' status, students' status, equipments and facilities, and administrative and financial status.

1. An Overview of Middle Schools

65.4% of total middle schools are located in rural areas, 15.2% in major cities, 14.6% in minor cities, and 4.8% in outlying areas.

2. Curriculum Operation

- It was found that 41.7% of practical arts and home economics teachers did not make a proper use of the curriculum.
- The opinions of practical arts and home economics teachers were requested to identify the goals and directions of education in these areas.
- The distribution ratio of practice vs. theory is examined.
- A look at the contents of the existing programs for practical arts and home economics education indicates that they require the teachers to be well versed in many areas of professional skills.
- Teachers' opinions about instructional materials reflected the view that materials for students were not of high quality, but helpful to some extent, for students. They also reflected the view that teachers' guides lacked relevancy in quantity as well as in quality.
- Accidents taking place during practice are discussed.
- The teachers also showed a wide spectrum of opinions about the maintenance and custodial services of tools and equipments.

3. Current Status on Teachers

- It was noticed that most of practical arts and home economics teachers (88.9%) wanted to take in-service training.
- The number of hours assigned to each teacher in these areas averaged at 54.9-64.9 hours per week, far exceeding the legally ordained 44 hours.

4. Current Status of Students

- Out of the total graduates from middle schools in 1974, 64,537 students (11.3%) neither obtained jobs nor advanced to the higher level of schools.
- The survey of the third graders in middle schools showed that 65% of them were against engaging themselves in technical jobs in the future.

5. Equipments and Facilities

- It was found that 25.9% of sampling schools did not have separate practice rooms.
- Of the schools equipped with separate rooms, 70% of them had one room designed for multi-purposes and the others with more than two rooms.
- Compared with the standard equipments prescribed in the Enforcement Decree 326 by the Ministry of Education, the schools in major cities equipped with 65.8%, those in minor cities with 47.9% and those in rural and outlying areas with only 20.0% of the standard facilities.

6. Administrative and Financial Supports

About 20 schools across the nation were surveyed on the administrative & financial supports granted to them. The annual expenditures recorded a different sum.

KER. 000026

Study on the Development of Industrial Arts Curriculum for Middle Schools

Jeoung Keun Lee et al.

Educational Research Report No. 26

KEDI, 1975, P. 484, Korean

Des. – Middle School Industrial Arts, Instructional Process for Middle School Industrial Arts.

Ide. –

This study aims at "the improvement of technical curriculum for middle schools." This study also aims to make technical education in middle schools more efficient and help the expansion of technical personnel for the need of future industrial society in the eighties. We need to develop the draft of the curriculum which puts emphasis on the mastery of basic skills necessary in the professional field in general.

KEDI had initially developed a teaching-learning model of technical education, "individually affirmative models of instruction", and 81 kinds of preliminary teaching-learning materials. Secondly, KEDI inspected the possibilities of applying developed models and materials in the field. It was evidenced that the method of "individually affirmative models of instruction" rather than the traditional method of technical education was more

effective. It is urgent to reform the curriculum for the normalization of technical education in middle schools.

This study presents the basic measures for the revision of curriculum through such items as "basic direction", "principle of organization", "limitation", and "method of evaluation". (Basic direction principally deals with the mastery of "basic skills" that may be applied to the one of diverse professions in the eighties, and intends to abolish the inefficiency of traditional method that puts emphasis only on teachers and theories rather than on students and practices in middle school technical education, so that it might increase the effects of technical education through the efficient operation of curriculum and the introduction of new teaching methods.

Principles of organization

- In the establishment of instructional objectives in general, objectives in school grade, and objectives in unit were specified for the complete mastery of "basic skill".
- Skills needed in each occupation were selected according to the analysis of occupation and to the extracted basic skill. In addition, practical methods such as learning development were contrived for the fulfilment of the functions in each occupation.
- In instructional method, the introduction of "individually affirmative models of instruction" abolishes the inefficient method of instruction.
- Basic equipments for the introduction of teaching engineering should be preceded.

(limitation) we restricted the range of technical education to the part of woodwork and architecture in the first year, to the part of metalwork and machine in the second year, and to the part of electricity and electronics in the third year.

- We took the characteristics of technical education in middle schools and of student's growth into consideration, so we abolished the parts that may cause the obstacles in technical instruction.

(method of evaluation). During instructional process we determined whether a student acquire the full skill through the formation evaluation, the self-evaluation or the synthetic evaluation.

- We adopted the evaluations of the basic knowledge, of the basic action, of the accuracy, and of the achievement as the criteria of evaluation.

The problem is how the developed technical curriculum in middle schools are applied to instructional field and carried out. So in order to fulfil our objectives, the training and supply of technical teachers, the supply of basic equipments, the continuous development of teaching-learning materials, the improvement of technical curriculum and the retraining of in-service teacher should be followed.

KER. 000027

Study on the Development of the Home Economics Curriculum for Middle Schools

Gye Hak Lee et al.

Educational Research Report No. 27

KEDI, 1975, P. 245, Korean

Des. – Instructional Process for the Middle School Home Economics

Ide. –

This study aims to develop a home economics curriculum that would educate the practical and creative manpower that our future heavy industrial society requires.

We adopted the following methods for this study. We examined the booklets related to the development of home economics curriculum, existing home economics curriculums, textbooks, and sought opinions of home economics teachers by a questionaire.

The contents of research that would lead to the development of the home economics curriculum are as follows.

- We set the general aims as well as the aims for each grade for home economics education in middle schools.
- We divided learning elements for one year into six parts, so that we could make the curriculum according to the levels of students
- We made each student acquire concrete practical skills and the related knowledge through practice.
- We developed weekly and monthly schedules of directions for each school grade
- We produced a draft for facilities, equipments, and instruments needed for instruction.
- We present the following items as the result of the research.

- We produced the newly developed curriculum on the assumption that this will be applied to students of both sexes, but a more advanced research should be added for the technical education of male students.
- The additional supply of equipments to each school is urgent because present equipments for home economics education are insufficient to accomplish the objectives of home economics education. The retraining of in-service teachers is necessary for the efficient operation of this curriculum.

  Also, the contents of this curriculum should be taken into consideration during the training period of teachers.

This study presents the methods to actualize the technical education, which hitherto, has been in active in middle schools.

KER. 000028

Determinants for Recurrent Expenditures and Economic Scale in Private Secondary School Operation

Yun Tae Kim et al.

Educational Research Report No. 28

KEDI, 1975, P. 68, Korean

Des. – Determinants for Expenditures in Private Secondary School Operation, Economic Scale of Private Secondary Schools, Financial Status Determinants for School Expenditure per Student, Proper Scale of Schools

Ide. –

This study aimed to 1) analyze the financial status of private middle and high schools, 2) identify the hypothetical variables in managerial and educational aspects which influence operational cost. 3) define the correlationship between these variables and operational cost, and 4) identify an optimal school size, which will maximize the effectiveness of school management.

According to these goals, this study set forth dependent and independent variables: the former was the operational cost per student and the latter included input variables of managerial and educational dimensions. The basic assumption was that the operational cost per student may have a parabolic relationship with the school and classroom size and a linear relationship with other independent variables.

Sampled for this study were 664 middle schools and 467 high schools (academic, commercial and other vocational high schools). And the collected data were analyzed by region and school. The major finding of this study was that the paucity of juridical body properties and endowment of funds caused 90% of current expenditures to be paid by students.

There was a wide range of regional disparities in the operational cost-excluding the expenditures for equipment/facilities and books, revealing the tendency that the operational cost gradually decreases as it moves toward rural areas.

The major determinants for the operational cost of private schools were teachers' salaries and the number of teachers, which account for, at most, 52% of the total operational cost.

An optimal school size was sought against the criteria of 1) the lowest operational cost per student, 2) break-even point of revenue and expenditures legally provided for the public schools, 3) one-teacher-for-one-subject area system and maximum utilization of teachers, 4) the opinions of principals and 5) the current status of school organization.

The suggested sizes of schools, however, have some limitations in their universal application in the sense that this study did not take account of geographic uniqueness and the student distribtuion. There is an obvious need to adjust the number of classes on a realistic basis, when it comes to determining school size in reality.

KER. 000029

Report on the Tryout of Population Education Curriculum and Materials in High Schools

Yung Ke Byun et al.

Educational Research Report No. 29

KEDI, 1975, P. 108, Korean

Des. – Population Education, Population Education Curriculum, Population Problem, Sex Education

Ide. –

This study aims to examine the possibilities of applying population curriculum that had been developed to the field and to know students' atti-

tudes toward population education and sex education. In other words, this study aims to discover problems related to the contents of population curriculum, the allotment of class, the selection of related subject matter and the method of approach, and aims to collect the basic materials for improvement.

For this purpose, we chose 14 high schools of both sexes from the whole country as suject schools for the experiment. And in order to compare the attitudes toward population education and sex education between the students that do receive or don't receive the experimental class, we chose 5 schools as the experimental ones and 9 schools as the comparative ones. The subject matters treated in experimental classes are political economics, national geography, national history, world history, mathematics, biology, home economics, and athletics. According to the aims said above, the results of research in each subject matter and students' consciousness of population and attitude toward sex education come in multiple ways.

This study presents the things that should be taken into consideration in the future development of population curriculum. These result show the facts and problems that are discovered in the experimental classes of population education.

- Teachers should put emphases on the recognition of the seriousness of population problems and the attitude to solve the problems rather than on the acquirement of particular knowledge about population problems.
- The contents about sex education should be always included as one important branch of population education.
- The characteristics of the subject matter and instructional classes needed should be seriously taken into consideration in order to put dispersively the contents of population education into the related subject mater.
- About the method to put dispersively the contents of population education into subject matter, method of approach according to each chapter rather than that of dispersive approach is more efficient.
- In-service teacher training for population education is necessary.

In addition, the development of various materials for population education and the framing of population curriculum that takes local peculiarities into consideration should be emphasized.

KER. 00030

Analysis of Student Achievement of Elementary School–Baseline Data for the Evaluation of New Educational System

Jong Jae Lee et al.

Educational Reserarch Report No. 30

KEDI, 1976, P. 53, Korean

Des. – Analysis of Learning Achievement Level, Input Effects of New Instructional System

Ide. – Changsu Primary School, Sungdug Primary School at Kangnung

Background of the Study

This study is a part of the evaluation research on the effects and implementations of the Elementary-Middle School Development Project (EM Project). This EM Project has been developed and tested by KEDI.

The new educational system would consists of several subsystems and inputs. The instructional subsystem, the new school management subsystem, instructional TV and radio network, and the new school evaluation system are part of this new system.

The teachers' guide, students' workbook and instructional TV and radio program are part of the resources in the new educational system.

Five pay-off goals were identified at the early stage of the EM project. The evaluation of the effectiveness of new educational system based on those pay-off goals is termed pay-off evaluation.

7,000 students in the third and fifth grades of elementary school level were sampled from 14 demonstration schools into which the new educational systems were introduced and 16 reference schools were randomly selected from the schools in four regional stratification as a reference group for comparison with the demonstration group.

- Purpose of study

The purpose of this study was to analyze the baseline data for evaluation of the effectiveness of the new educational system in attaining pay-off goals established in the new educational system design.

- Methods

Three kinds of methods were applied.

- General trend of student achievement is examined.
- The major source of variance of student achievement is shown.
- Variation of student achievement among groups is shown.
- Variation of student achievement among regional strata is shown.
- Variation of student achievement between groups in each regional stratum is shown.
- Variation of school to school in student achievement is shown.

The implication of this trend is that the task of reducing the gaps in student achievements among different regional strata is more important than the task of reducing the gap within each regional stratum in order to improve and equalize the student achievement.

- Indicators on the baseline for pay-off evaluation of EM project are shown.
- Major considerations in pay-off evaluation of the new educational system and analysis of indicators on the baseline are included.

KER. 000031

A Preliminary Study on the Development of Tests of Basic Skills

Jong Jae Lee et al.

Educational Research Report No. 31

KEDI, 1976, P. 66, Korean

Des. – Basic Learning Organ, Function Test for Basic Learning

Ide. –

This study is to solve the problems which are encountered in the development of tests concerning basic skills to be implemented for elementary-middle school students. The specific tasks of this study are: (1) defining the concept of basic skills, (2) selecting the elements of basic skills, (3) finding the ways to construct tests of basic skills, (4) exploring the methods to validate the tests, and (5) identifying alternatives for useful implementation of the tests.

Definition of basic skills: basic skills are defined as the prerequisite learning experiences which are required to be mastered for further learning. It may be assumed that the basic skills have such characteristics as: (1) to be learned early in school education, (2) not to be extincted easily when mastered, (3) having high transferability in learning other subjects (4) being less related to the specific tasks of a particular subject area in higher grades, and (5) fundamental to every day life.

In relation to learning achievement and I.Q. it may be hypothesized that basic skills have more significant relationship with learning achievement than I.Q., and its relationship would diminish in higher grades.

Elements of basic skills: three content areas of language, mathematics and usage of materials and references are categorized as the main dimensions of basic skills. Based upon the areas, vocabulary, reading, language usage, mathematical concept, mathematical calculation and application, and usage of materials and references are proposed as the factors of basic skill. From these factors of basic skills specific elements of basic skills are selected. They are hierachically sequenced and explicitly specified.

Proposed construction of tests of basic skills: it is considered desirable that multi-level and no-speed tests would be developed for elementary-middle school students.

Proposed method of validating the tests: in validating the tests it may be necessary not only to verify content validity but also construct-validity in terms of relationship between the test results and learning achievement or I.Q. Score. Any type of reliability coeffcients may be adequate to find the test reliability.

Proposed use of the tests: it is considered that tests of basic skills could be used for the purposes of diagnosis of prior learning, evaluation of program effectivenes, identification of developmental level, and finding the deficiency of basic skills. For these purposes, standardized scores must be prepared for the interpretation of the test results.

KER. 000032

An Application of a New Instructional Model – Report of the 4th Samll-Scale Tryout of the KEDI Instructional System

Jae Bum Kim et al.

Educational Research Report No. 32

KEDI, 1975, P. 52, Korean

Des. – New Instructional System, 4th Small-Scale

Tryout, School Management System, Instructional Material

Ide. – Hannam Primary School, Anyang Sugook Primary School

The 4th small scale tryout is performed as the last small scale tryout in the elementary school part and through the reflections on the 1st, the 2nd, and the 3rd small scale tryouts. This study aims at the following items by the compreheasive application of the new instructional system developed during the three small scale tryouts and of the model for school administrative system.

- to the instructional field
- to re-insure the relevance and the efficiency of new instructional system
- to examine the possibilities of applying the model for school administrative system to the field
- to examine the possibilities of the new instructional system and the draft of school administrative system
- to prepare for the foundations of a comprehensive educational system that should be put into the first comprehensive tryout.

1,050 students of 14 classes in the fifth school grade of 2 elementary schools in Seoul are subjects in this tryout.

After about one month, people begain to approach the teaching-learning methods that new instructional system requires. From the 1st to the 3rd small scale tryouts, the lack of time was common both in diagnosis step and in development step. But in this tryout, the lack of time factor was relatively insignificant. Both teachers and students were satisfied with the teaching-learning materials. The school administrative system that is newly applied at this time shows somewhat good influence. First, mutual cooperative learning system creates cooperative learning atmosphere among classmates and contributes much to the growth of a subordinate student. Secondly, the cooperative teaching system and departmentalized instructional system ease the burden on teachers, increase their teaching abilities, and contribute much to the improvements in learning effects.

Still, some problems are presented. In the analysis of the sample, academic attainments showed differences among the subject matters, but they show similar increases in marks.

For the operation of new educational system, problems that should be solved for the future are as follows. The pre-training of teachers, the methods of field instruction, and the development of teaching methods or of materials to supplement are necessary. And, the preparation for ways to make them accept new educational system without difficulty should also be made.

KER. 000033

Examplary Learning Units for Population Education (English Version)

Soo Il Kim et al.

Educational Research Report No. 33

KEDI, 1976, P. 170, English

Des. – Population Education, Population Intensity in City Areas, Composition of Population

Ide. –

We developed the model of Pupulation Education units for 5th grade of elementary school under a contact from the UNESCO Bangkok Regional Office.

It has 2 units. The 1st unit (5th grade of elementary school) deals with the current status of Korean population and interrelationship between the family life and the national economy.

The 2nd unit (1st grade of middle school) deals with the causes and the results of the urbanization of population and the measures to deal with them.

KER. 000034

Educational Sector Plan of the 4th Economic Development Plan (1977-'81)

Shin Bok Kim et al.

Educational Research Report No. 34

KEDI, 1976, P. 317, Korean

Des. – 4th Economic Development Plan, Educational Development

Ide. –

The aim of this planning is to set the comprehensive goals of educational policies for the eighties. More concretely, these are:

- to settle innovation ideals through education
- to develop manpower for economic development

- to bring about the qualitiative improvement and the qualititative expansion of education
- to abolish the reqional differences of education.

This study takes innovation ideals as the basic ones and aims at

- the enlargement of educational opportunities
- the balanced development of education
- the raising of educational effects according to such ideals as growth equilibrium, and efficiency

that the Fourth Economic Development Plan aims at.

For this purpose, this study performs extensive investigation research and literature review with the help of the Ministry of Education, the City Board of Education, and Provincial Board of Education. The contents dealt with in this research are as follows.

- the prospects for educational development
- the directions of major policies.
- the reinformcement of the education for national spirit,
- the improvement of educational effects
- the balanced development of education in each reqion
- the strengthening of the elementary education
- the expansion of opportunities for the secondary education
- teacher training and the improvement of the flow system
- the expansion of science and technology education
- the innovation of higher education
- the expansion of social education
- the growth of the physical standards of the nation
- the efficiency of the support system.

The second part would include the analysis of background, the present state and the problems of education. They are: the education for national spirit, the educational effects, regional education, elementary education, secondary education, teacher training, science and technology education, higher education, social education, physical education, and support system. This thesis includes many statistical data that support this study.

KER. 000035

The Korean People's Consciousness of National Indentity

In Soo Son et al.
Educational Research Report No. 35
KEDI, 1976, P. 490, Korean

Des. – Korean People's consciousness of National Identity, Consciousness of National Independence, Consciousness of Modern State, National Unification

Ide. –

This is a review of literature that aims at the test of the national spirit of individual through the investigation of historical and ideological backgrounds. In the end, this study aims to investigate the national spirit of Korea.

Our history is made of a series of struggles with the Chinese since the dawn of history. Our predecessors have outwardly received Chinese developed culture so that they might overcome their cultural backwardness, while inwardly continuing to undergo the process of national solidification. The process of struggles with superior foreign powers characterizes our national history. Naturally, the national integration, i.e., unification have been the most important ideal in our history. In this process, we underwent the external and the internal struggle of modernization and met Emancipation. The country is divided irrespective of the national will, and our democracy that was not founded upon Korea's own national capacity had led to a dictatorship. In order to abolish this dictatorship, 4.19 Revolution broke out under the leadership of the students which is the explosion of our democratic tradition that has been preserved among the people who had been tortured under Japanese colonialism. 5.16 Revolution succeeds the resistance spirit of 4.19 and performs political and social rearrangement, taking internal and external matters into consideration. Juncture Renovation ideal succeeds the spirit of 5.16 Revolution.

At this time, our historical task for the development of nationalism is to settle democracy in this country by way of the mass experience.

It is our task to settle the present democracy into our own tradition through the progressive development of our tradition which historically have been participation of the masses. It is also our task to settle the present democracy into our tradition, and to develop Korean democracy which comes from the spirit of 3.1 Independence Movement and

though the principles of Dong-Hak and Cheondoism, to the nationalistic ideal for the country advocated by Kim-Gu.

KER. 000036

An Application of a New Educational System-Report on the First Comprehensive Demonstration of the KEDI Educational System

Jae Bum Kim et al.

Educational Research Report No. 36

KEDI, 1976, P. 104, Korean

Des. – New Instructional System, 1st Comprehensive Demonstration, Small-Scale Tryout, School Management System

Ide. – Seoul Unjoo Primary School, Songrim Primary School at Inchon

1. The Nature of New Educational System

The Elementary-Middle School Development Project (E-M Project) is the core of the research and development projects undertaken by KEDI. The purpose of this project is to develop a new educational system for primary and middle schools, which will provide a higher quality of education and be responsive to national needs. Viewed in a long-term perspective, the new educational system is purported to bring about innovations in all aspects of education. The new educational system consists of instructional and school management systems.

2. The First Comprehensive Demonstration

The development of a new educational system is not confined to research works but includes a variety of tasks, which constitute an intermediate process before countrywide diffusion of the new system. In this regard, it requires a combination of in-depth theoretical studies and field tryouts on a continuing basis.

The First Comprehsive Demonstration following four small scale tryouts, was aimed to validate the effect and feasibility of the new educational system and obtain the empirical data for its modification.

The First Comprehensive Demonstration involved all subject matters of the third and the fifth grades of primary schools and a total of 11,198 pupils from 14 selected schools (163 classes) which participated in the demonstration in Seoul and in four of the provinces (Gyung Gi, Kang Won, Chung Buk, and Chung Nam).

3. The Variables of Subjects

The student group selected for the demonstration was divided into experimental and control groups. The result of achievement test showed no significant difference between the two groups and a substantial proportion of the pupils were deficient in basic learning skills.

The background of 204 teachers in the experimental schools were analyzed in terms of age, teaching experience, certification and education.

4. Operation of the New Educational System

- Preparatory Work for the First Comprehensive Demonstration

For the comprehensive demonstration, a cooperative network was established with the experimental and cooperating schools and job descriptions were clearly defined for the principal, assistant principal, master teacher, research teachers, and classroom teachers.

Also, efforts were made to solve the problems identified in the previous small-scale tryouts. In preparation for the demonstration, a heavier weight was given to teacher training and field guidance. In addition, a correspondence program was provided to enable the teachers to correspond with researchers on an occasional basis, but most teachers voiced the need to expand the opportunity for intensive training.

- Operation of New Instructional System

The process through which the new instructional system was actually applied to classroom instruction, was analyzed according to the procedures of the general model of the instructional process.

- Utilization of Teaching-Learning Materials

A five-point rating scale was used to determine the utilization level of teaching-learning materials. The utilization level was much higher in science than in social studies. The under-utilization was largely accounted for by the paucity of teaching-learning materials (58%) and the lack of enthusiasm (20%) on the part of users.

- Application of School Management System

The application of a new school management system represents an attempt to introduce 'management by objectives'. The teachers' participation in the preparation of grade management plan contributed to a clear division of roles among teachers, with the consequent establishment of an effective cooperative net work.

The departmentalization of the teachers suggested for the studies of text materials was adopted by most experimental schools. In music, fine arts, physical education and practical skills, departmentalization was put into practice in the third and fifth grades. The effects of departmentalization in the demonstration, and the problems related with departmentalization are summarized in this report.

5. The Effects of New Educational System

- Change in Student Achievement

Following the Comprehensive Demonstration, the student achievement test was conducted for the experimental group to compare its achievement level with that of control group. Noteworthily, the effect of the new educational system was tangible in most pupil except for those with serious learning deficiency.

- Change in Techer's Competency
- Change in School Managemnt

The application of the new school management system triggered a shift of views of school managers toward objective-oriented management.

- General Remarks

The First Comprehensive Demonstration yielded more or less similar results as the previous small scale tryouts, although the former was performed on a larger scale in terms of the areas and audience covered.

It seems that the effect of the new educational system hinges on our dealing with the problems of the existing system. In order for it to be viable, it is essential to grapple with the aforesaid problems.

KER. 000037

A Survey on the Actual Condition of the Air and Correspondence High School (I)

Il Jae Sung et al.

Educational Research Report No. 37

KEDI, 1976, P. 149, Korean

Des. – Air and Correspondence High School, Correspondence Education System in Foreign Countries, Correspondence Education (in Korea)

Ide. – England, United States, New Zealand

This study aims to investigate the actual conditions of Air and Correspondence High school built in 1974. It is important to know whether various systems and operations related with these schools are functioning efficiently and meeting the particular aims that they are built for and to know how students study under these systems and operations.

This investigation aims to present basic materials needed to prepare the ways for improving the effects of air and correspondence education through a comprehensive investigation of both the operation conditions and students' conditions in air and correspondence high schools. The contents principally dealt with in this investigation are the conditions of air and correspondence education in both foreign countries including England and Korea.

We investigated these conditions by a literature review, a questionaire research, and interviews. The subjects of a questionaire research were teachers and students in 27 schools among 40 air and correspondence high schools.

We present the following suggestions to solve the problems discovered.

- Broadcasting hours should be sufficient and broadcating should be performed at the hours that are convenient to students. And, re-broadcasting is also necessary.
- The improvements in the contents of broadcasting instruction and teacher training for the improvement of instructional techniques are necessary.
- Special programs to improve students' basic ability and supplementary materials for self-teaching are necessary.
- More students should be encouraged to attend this school through the active P.R. of air and correspondence high schools.
- Students should be able to participate in required classes with cooperation with each enterprise.
- Various allowances for teachers should be raised to raise their morale.
- Individual facilities that are wholly responsible for the operation of this school are necessary.
- The administrative work load of teachers should be diminished by simplifying all procedures.
- General administrative procedures for these schools (special admission, entering a school from another school) should be diminished so that the burden on students would become lighter.
- A part of the expense for teaching materials

and for instruction should be supplied from the national treasury. Scholarships for superior students are also necessary.

KER. 000038

Design on Resource Material Development for Population Education

Goon Ja Shin et al.

Educational Research Report No. 38

KEDI, 1976, P.80, Korean

Des. – School Management System, Population Education, Principles of Population Education, Resource Material for Population Education

Ide. –

1. Introduction to Material Development for Population Education

• Need for the Development of Resource Materials

Six years have elapsed since population education was first introduced into Korea. Yet it is a well known fact that the content of population education has not been developed to such an extent that provides a clear clarfication as to "what elements to be taught for what grade." This study aimed to seek an answer to this question.

It should be noted that population education in Korea stands a better chance of institutionalization, as the government has incorporated it into the Fourth Five Year Economic Development Plan.

Coincident with the heightened effort for population education on the part of the government, the need for a resource material was fully recognized. Namely, the resource materials on population takes a new significance in view of the fact that such institutional arrangements present an ideal opportunity for incorporating population contents into curriculum and textbooks. The resource material encompass a wide range of contents covering pre-school education, teacher preparation course and higher education.

After the need for a resource material has been explained in terms of the audience it is addressed to, the next question is "how the resource book is structured." Population education is not an exclusive coverage of demography, family planning, and sex education. Rather it is a synthesis of multi faceted aspects essential to the life quality of human beings. Besides the aforementioned topics, it includes population awareness education - dealing with the consequences which rapid population growth poses on family, society, nation, environment, health, and economic development - the education on human reproduction and value education.

• Design on the Development of Resource Materials

The operation of curriculum as presently practiced in Korea does not permit development of population education into an independent subject matter. Hence, an attempt was made to select related components that make the resource material and to describe the objectives of each component.

The contents of the resource material was also designed to be specific enough to meet the characteristics of grade and subject matter.

• Procedures and Methods of the Development of Resource Materials

The objectives of population education evolved from the population goals of nation are to reduce the rate of population growth and to bring about a regional balance in population distribution.

It should be noted, however, that the population education of primary and middle schools have limitations in effecting the immediate reduction of population growth rate because of the time gap existing between the implementation of population education and the practice of what has been learned.

The definition and objectives of population education were evolved largely through an extensive review of previous studies bearing upon population education.

• Expected Outcomes of the Development of Resource Materials

The population content has yet to be developed and organized in a way that provides a coherent and systematic substance. In this context, this resource material is expected to produce the following results.

First, it will contribute substantially to the revision of curriculum envisaged in 1980 by presenting a wide range of knowledge bases for population content in a systematic fashion.

Second, it will be of much help in reinforcing the population content which is insufficiently dealt with.

Third, it will provide baseline data for the publication of textbooks based on the curriculum revised in the early 1970's.

Fourth, it helps teachers develop the contents which are presently dealt with in home economics classes for female students.

Fifth, it will assist in developing the scope of population content relevant to vocational as well as instructional high schools.

Sixth, it will facilitate the organization of relevant contents around the instructional objectives in developing teaching-learning materials.

Seventh, it will provide a great impetus to a continuing effort toward transmitting the knowledge concerning population, although the amount of knowledge covered here represents only a small portion of the burgeoning knowledge in this field.

2. Rationale for Population Education

- Population Goal in Korea

As the Fourth Economic Development Plan puts emphasis on population policy as one of major activities, population education occupies a substantial place in overall activities for population control. Particularly, the incorporation of population education as a major component of pupulation activities represents a fundamental and long-term effort to attain the target level of the population.

In this connection, it is necessary to make explicit the population target to be achieved during the period of 1977 to 1981.

KER. 000039

Population Analysis for Population Education

Goon Ja Shin et al.

Educational Research Report No. 39

KEDI, 1976, P. 171, Korean

Des. – Population Analysis, Rate of Population Increase

Ide. –

1. Introduction

The main purpose of population analysis education is to analyze population size, population composition, or population distribution by using mathematical or statistical method.

There are two ways of analyzing population. One is to analyze population size, composition, and distribution at a specified time. The other is to analyze them continuously according to the lapse of time.

Out of the two methods mentioned above, the former is called the static analysis and the latter vital analysis. The most basic knowledge in population education is to obtain factual, authentic matters from a demographic analysis by knowing the factors involved. Particularly, arithmetic and mathematic education in primary, middle and high schools must be conducted by the demographic study. Accordingly, it is the main purpose of demographic analysis education for the students to develop an ability of analyzing the present and future population.

2. Objectives

- To develop skills for analyzing of population composition.
- To develop the fundamental ability for measurement and analysis of the level and composition of birth rate.
- To develop the fundamental ability for measurement and analysis of the level and composition of mortality rate.
- To develop the skills for interpreting the situation of population change mathematically and to develop the fundamental ability for population projection through the calculation method of population increase rate.

3. Content Organization

Organization is put into the form of a diagram.

4. Topic and Its Basic Theory

a. Population Composition by sex and age

- Population Composition by sex and age
- Population composition by sex

Demographers defined differently the notion of population used in population studies or demography. But generally speaking, there are two representative notions among the definitions for population.

First, it is defined that population is a group of human beings which can be discriminated by characteristics. Second, it is defined that population is a group of human beings in a specified area at a specified time.

Classification standards can be divided into the quantitative and the qualitative standards. Among

qualitative standards, there are standards by sex, race, social rank, occupation, level of education and language, and similarly there is age in quantitative standard.

- Population structure by sex and age

Population structure refers to the result classified according to the characteristic classification indicator. There are two methods in setting up the standard of classification. One is qualitative method, and the other is quantitative method. The Quantitative standard indicates quantity like age. Similarly the qualitative standard is the standard indicating qualitative items such as sex, race, social rank, marital status, industry, level of education, language, or religion.

Analysis of population structure by age and by sex is the basic data.

KER. 000040
Population Increase and Social Development
Soo Il KIm et al.
Educational Research Report No. 40
KEDI, 1976, P. 213, Korean
Des. – Population Increase, Social Development, Population Problem, Consciousness of Population, Population Foundations
Ide. –

It is necessary to understand the present situation objectively if one wants to know the changes of value system, attitude and behavior. In the same context, it is necessary to have correct knowledges about demographic problems if we want to change the attitudes and behaviors of people into a rational direction.

These broad spectrum of data are presented to be used as basic materials on Population increase and social development.

The objectives of this study are as follows.

- To develop the ability to interpret informations on population situations in Korea and in the world
- To develop the capacity to understand social changes effected by the natural increases and urbanization of population
- To develop skills to identify problems caused by overpopulation. These includs education, opportunity, social adaptation, basic living conditions and facilities.
- To develop cooperative attitudes toward goal achievement of national population policy by being familiar with the population control activities.
- To develop awareness for a responsible parenthood through awareness of the contradiction of traditional values affecting the pro-natality.

This study contains four chapters. Chapter I contains basic theory and a broad spectrum of data. Chapter II focuses on more detailed informations on natural increase of population and migration, urbanization and social change. Chapter III discusses population problems arising from population increase. Chapter IV describes explanatory efforts to tackle the problems. Finally, in Chapter V, human consciousness which influence the population growth is analysed, based on the direction rational value is drawn.

KER. 000041
Population Change And Economic Development
Jong Young Yoo et al.
Educational Research Report No. 41
KEDI, 1976, P. 142, Korean
Des. – Population Change, Economic Development, Population Control
Ide. –

In considering the rate of population growth in the economic cycle, we studied how the optimum population is made and how the structure of economy and the structure of population are related. The objectives of this study are as follows.

- to clarify that population and the change of population have inevitable relationship with economy and the change of economy
- to show that the population, if not controled moderately, causes problems such as over or under-population.
- to clarify that rapid increase of population hinders economic development.
- to show that economic development lowers the rate of population growth and promote the urbanization of population
- to clarify that population growth rate can be lowered through the economic policy.

This study has five chapters. Chapter I deals

with the purpose. Chapter II describes the goals of this study. Chapter III describes the structure of the content. Chapter IV deals with basic theories and supplementary materials. Chapter V presents graphs and tables to help explain each subject.

This study can be used as basic materials for curriculum reform in the elementary school through high school.

KER. 000042

Population Growth and Management of Environment

Dong Jin Na et al.

Educational Research Report No. 42

KEDI, 1976, P. 139, Korean and English

Des. – Population Growth, Management of Environment, Human Environment, Ecological World

Ide. –

The explosive growth of population and other human activities have made environmental problem more and more serious.

The objectives of this study are as follows.

- To develop understanding of the seriousness of environmental problems and the importance of its management through a system of human environment
- To develop understanding of the eco-system and of the role of human beings in terms of various kinds of ecological order.
- To develop the ability to recognize the problems related to population and environment through understanding the interaction among natural, man made and social environments
- To develop the capacity to understand the imbalance between rapid population increase through dynamic interaction of human being with environmental system
- To develop attitudes to cooperate with government efforts for the balanced distribution of population by region and for the elimination of environmental pollution.
- To develop understanding and reasonable attitude toward birth control for the balanced growth of population and for dealing with limited living space.

This study has four chapters. Chapters I through 3 presents the introduction, the objectives and the content structure of environmental education. Chapter IV presents main concepts of environmental education. Various principles derived from concepts and all the materials needed in practical learning situation are dealt with.

KER. 000043

Family Life and Maternal Child Health

Soo Il Kim et al.

Educational Research Report No. 43

KEDI, 1976, P. 201, Korean and English

Des. – Family Life, Maternal-Child Health, Home Management, Heterosexual Association, Family Planning, View of Family by two sexes

Ide. –

This study develops and edits basic materials on family life and maternal and child health. Rapid growth of population is a serious problem to menace the survival of mankind. Therefore, it is necessary to educate the young generation to become responsible future parents.

This study has five chapters. Chatper I is a introduction. Chapter II deals with the objectives of this study. Chapter III divides the contents into 8 subjects and each subject has its basic theory. Chapter V, as the last chapter, contains supplementary materials related to basic theories.

The objectives of this study are as follows.

- To develop an understanding of the family size and the role of family members according to changing of family functions and family systems.
- To develop the capacity to recognize that planning of the number and birth interval of children is necessary.
- To develop an understanding of responsible attitudes toward marriage in terms of physical development of men and women.
- To develop an appreciation of the necessity of planned child birth.
- To develop an appreciation of the necessity of family planning by realizing the relationship between family size and family life resources with respect to eating, clothing, and housing.
- To develop an understanding of the importance of Maternal-Child health and family birth care.
- To develop an understanding of public health

problems of disease, mal-nutrition and housing sanitations.

KER. 000044
Reproduction in Human Population
Soo Il Kim et al.
Educational Research Report No. 44
KEDI, 1976, P. 161, Korean and English
Des. – Human Reproduction, Heredity
Ide. –

We have yet to develop the curricula which deal with specific contents of human reproduction such as human reproductive physiology, the structure and function of reproductive organs and forming of fetus.

It has been emphasized by many experts that the human reproduction phenomena should be given a separate treatment, since they need to be understood in a different dimension from that of the animal or plant.

Their arguments clearly suggests the need to provide a direct exposure to human reproduction system at school.

This material is designed to provide the resource data and knowledge about human reproduction for ready utilization by classroom teachers.

The genesis of this materials is the expectation that school curriculum will do justice to human reproduction process together with the dignity of human being and the wonders of life. This study consists of four chapters. Chapter I is the introduction part. Chapter II deals with objectives of this study. Chapter III deals with content organization. Chapter IV, as the last chapter, contains basic theories and supplementary materials.

The objectives of this study are as follows.

- To develop and understanding of the characteristics and the phenomena of living things succeeding from generation to generation.
- To develop an understanding of the reproductive phenomena of animals and plants as an introduction to human reproduction.
- To develop an understanding of genetic phenomena of human beings through the substance and mechanism of heredity.
- To develop an understanding of the structure and the functions of reproductive organs of male and female and related physiological phenomena, which bring about the birth of human life.
- To develop a understanding of the mysterious phenomea concerning the birth of human life through a systematic exposure to fertilization, implantation, growth of fetus and birth, and to equip with the basic knowledges on family planning practices.

KER. 000045
Findings on Demonstration of Population Education in Elementary and Secondary Schools
Soo Il Kim et al.
Educational Research Report No. 45
KEDI, 1976, P. 63, Korean and English
Des. – Population Education, Population Education Curriculum, Learning Achievement Level
Ide. – Kwanghee Primary School, Youngdong Middle School, Youngdong High School

This study aims to reexamine the possibilities of applying to field the tentative plan of population curriculum that was supplemented by the first model instruction and to know the teachers' attitudes toward population education.

The aims of the tentative plan for population curriculum are the same as the first model. It is necessary to know in what degree the establishment of aims, the selection and organization of the contents, the choice of related subject matters and method of approach in the developed population curriculum are appropriate in field and to improve population curriculum upon the actual materials. We chose 15 elementary schools, 16 middle schools and 17 high schools for the model instruction.

Research results are as follows.

- On the academic accomplishment there is a difference of $P < .001$ between the experimental group and the comparative group in all subject matters of all grades in elementary school. There is no uniform tendency among middle schools in general. And, there is a .001 difference in all subject matters of middle schools and of high schools.
- We investigated teachers' opinions about popula-

tion curriculum in three parts, i.e. opinion about the necessity of population education, opinion about the time when population education should be started, and opinion about the patterns of population education.

- After the instructional investigation, it appears that teachers generally understand the aims and contents of population education well. The allotment of classes according to the contents should be sufficiently reexamined.

We present the following for the practice of population curriculum in the future.

- Above, all, it is necessary for students to take population education.
- The population education should be started from the first phase of human development.
- About the method of approach for population education, chapter approach and dispersive approach should be combined.
- In the selection of the contents for population education, teachers should take local and sex differences into consideration.
- Teacher training for population education is necessary.

KER. 000046

Survey on Population Consciousness of Student's and Teacher's in Elementary and Secondary Schools

Se Ho Shin et al.

Educational Research Report No. 45

KEDI, 1976, P. 63, Korean and English

Des. – Population Consciousness, Social Problem, Economic Problem, Population Dynamics–

Ide. –

This study aims to present primary materials for the development of population education curriculum through the analysis of the consciousness that teachers and students have toward population problems and of their attitudes on population movements. The concrete aims of this study are as follows.

- To show what teachers and students know about the problems caused by population increase
- To show the tendencies of teachers and students about factors that may influence population change
- To show individual backgrounds that may influence above aspects and the effects of experimental instruction for population education.

We used a questionaire method and developed questionaires for elementary school students, middle school students, high school students, and teachers respectively. Also, we made questionaires about living backgrounds, the recognition of problems caused by population increase, and the attitudes on population figures respectively. We took 27 schools which are experimental schools or cooperative schools of KEDI. From these schools, we selected 5,273 students and 326 teachers according to their schools, classes, places of residence, and sexes, and whether they received population education or not.

The results of this research are as follows.

- On the scores of social studies questions related with the population increase, high school students have a higher scores than lower school students, and those of teachers are higher than those of students.
- Scores on environmental problems caused by them in the natural world are on the whole low.
- With respect to students' judgments about economic problems - economic growth and population increase, labor power and population increase, income level and population increase, provisions and population increase, and the direction of population policy centered on economic development - caused by the population increase, judgments on current problems are generally correct, but judgments on policy are incorrect.
- In family planning, teachers and students investigated want fewer children and the nuclear family structure.
- On the points about health problems caused by overpopulation, students scored 22.0 points and teachers 11.9 points, out of possible 30 points.
- On marriage, more high school students want to marry than lower grade school students.
- On the points of attitudes on delivery, students Scored 24.5 points and teachers 24.9 points out of 30 points possible.
- On the city-ward tendency of subjects investigated, it is about the middle range. (Students are 14.7 points and teachers are 17.0 points

on the basis of 30 points).

KER. 000047
Objective Elaboration of Population Education Instruction
Soo Il Kim et al.
Educational Research Report No. 41
KEDI, 1977, P. 81, English
Des. – Objectives of Population Education, Population Programs in Korea
Ide. –

Population Education has become a new discipline as it has been considered as one of the national policy priorities.

This study gives a theoretical background needed for the establishment of the new discipline and the necessity of setting objectives for each curriculum.

This study also presents materials to give direct help to teachers when they teach population education in classrooms. Owing to their concrete explanations of the objectives of population education, the materials presented here are of good quality.

KER. 000048
A Study on the Students' Attitudes toward the National Values
Dae Ik Hong et al.
Educational Research Report No. 48
KEDI, 1976, P. 182, Korean
Des. – Korean Student's Attitude toward the National Values, Citizen Values, Government Values, National Emblem, Attitude toward Predecessors, View of Future
Ide. –

The purposes of this study were to measure the students' attitudes toward the national values and to provide the basic data needed in the improvements in the educational activities related to those in school.

The contents of the study were students' attitudes toward people, government, national symbols, native land, ancestors, national future and patriotism. The specific contents of the attitudes toward the national people wre limited to the attitudes toward equalitarianism and altruism. The scecific attitudes toward the government were limited to the attitudes toward the duties of tax payment and national defense, national economic development, government personnel in general, policeman, soldier, judicial officer, and assemblyman. The national symbols were limited to the national flag, flower and anthem.

The scales of the measurement used in this study were Likert, Thurstone, and Osgood type scales. The reliabilities of the scales were .6.6-8.6 in the Thurstone type and .78 in the Likert type.

The number of respondents are 500 primary school students, 492 middle school students, 439 high school students, and 397 college students.

The main results of the study were as follows:

- The students' attitudes toward the national values showed positive direction in general.
- The higher the school levels, the lower the attitude scores for each value.
- The students of the rural area showed significantly higher scores in those attitudes than the students of the urban area.

On the basis of the above results, following recommendations for effective educational activities were presented.

- The contents related to the national values should be enlarged in the higher school level curricula.
- All the activities of the various social organizations should be checked and improved with the consideration of educational effects on the national values.
- The educational materials for the students and teachers should be organized in accordance with the principles of attitude change, and intensive and active participation method should be used in the educational activities related to the national values.

KER. 000049
The Principles of Attitude Change
Dae Ik Hong
Educational Research Report No. 49
KEDI, 1976, P. 73, Korean
Des. – Attitude, Attitude Change, Behavorial Change
Ide. –

It is said that attitude change is important in

education. But in fact, there are no educational problems, no educational materials, and no presentation specifically dealing with the attitude change. Thus, we attempt to define the notion of attitude and the principle of attitude change in this study. It is generally accepted that attitude means a learned tendency which responds to a certain object in a fixed way. Thus, we defined attitude as a fixed way of response to a certain object, as a tendency of behavior, and as a learned thing.

In order to present the principles of attitude change, we try to define these principles in a form of proposition by considering not only the communication processes which influence individual attitudes, active participation in action, and social circumstances but also individual characteristics. In addition we attempt to explain concretely the elements that may influence each attitude.

However desirable an attitude a man may have, if he does not behave desirably, it is difficult to say that educational aims are achieved. Linn and Bellin (1965), Kriesberg (1967), Istrom (1969) and Green (1972) report a practical relation between attitude measurements and behavior measurements. But, they report that there is no one-to-one correspondence, and in addition, nor relation in some area. Reasons of disagreement between attitude and behavior are as follows.

- There may be some difference between the attitude on general objects and the response on a particular object.
- Behavior is more complicated than attitude and is dependent on many factors.
- Because the decisive elements of behavior are more than one attitude, there may be no consistent relation between them. Therefore, we should create environmental conditions and circumstances in order to study the process of attitude change and relevant behavior, and develop programs for behavior changes. Then attitude changes may directly lead to behavior changes

KER. 000050

Preliminary Study on Curriculum for Teacher Education

Choong Hoi Kim

Educational Research Report No. 50

KEDI, 1976, P. 129, Korean

Des. – Teacher Education Curriculum, Training of Primary School Teachers

Ide. –

This study, as a preliminary research to develop programs for teacher training, is an attempt to decide the subject matter contents for teacher training on the elementary and secondary school levels. In order to arrive at the goal, it was necessary to ask such research questions as follows:

- What is the major implication of the concept of modern education for designing the curriculum for teacher education?
- What does the concept of teaching imply for teacher education?
- What is the teacher's major function in school setting?
- What are the knowledge and skills that enable the teachers to carry out their professional functions?

Actually, the present study is regarded as a process of deriving conclusions from the answers to the above questions.

In the present study, five task areas were chosen for the analysis of teacher's professional function and competence. They are planning instruction, directing teaching-learning process, evaluating student's achievement and growth, counseling and guidance, and research.

Based on such analysis and elaboration, the researchers selected 21 teacher training courses including the theories of educaton, curriculum, teaching method, school (classroom) management, and human development.

The titles of the courses are as follows: Education and social change, Education and Human Development Perception and Thinking, Sociology of School and Classroom Structure of Knowledge, Texonomy of Educational Objectives, Systems Approach, Philosophy of Science, Educational Statistics, School Curriculum, Models of Teaching, Instructional Design, Instructional Media, Activities of Teaching, Analysis of Instruction, Teaching Subject-Matter, Educational Evaluation, School (Classroom) Management, Techniques of Counseling, Experimental Design, and Action Research.

General objectives and contents for each course are described in this report.

KER. 000051

Effect of ITV on Learning and Attitude

Keuk Bum Shin et al.

Educational Research Report No. 51

KEDI, 1976, p. 100, Korean

Des. – ITV, Learning, Attitude, Traditional Way of Teaching, Learning Achievement Level

Ide. –

The objective of this study is to investigate the effect of ITV on learnings and attitudes of children. We compared students' achievements and attitudes in the traditional class with those of the experimental class using ITV programms.

The subjects of this study are students of grades 3, 4 and 5. The third grade students (102 person) and the 5th grade students (231 person) participated in the experimental group using ITV programs. The fourth grade studerts (158 person) and the 5th grade students (170 person) participated in the experimental group testing children's attitudes. The materials used in the experiment are examination questions and questionnaires on attitudes. 5 hypotheses are tested to attain the objectives of this study. The results of this testing are as follows.

- In mathematics and sociology, learning through the ITV is more effective than traditional learning methods.
- All the students of grade 4 to 5 have favorable attitudes toward ITV.
- There are no differences between boys and girls in learning achievements and attitudes.
- There is a positive relationship between the effect of ITV and the achievements of children.

KER. 000052

Toward the Development of a New Educational System for Middle Schools – Report on the 1st Small-Scale Tryout of the KEDI's Instructional System

Yoon Tai Kim et al.

Educational Research Report No. 52

KEDI, 1976, P. 119, Korean

Des. – New Instructional System, 1st Small-Scale tryout in the Middle Schools, Educational Curriculum Model for Middle Schools, Middle School Management System.

Ide. –

1. Purpose

The 1st small-scale tryout for middle schools is one of the tryouts in the Elementary-Middle School Development Project which has been carried out by KEDI since 1973. The feasibility of KEDI's new educational system has already been proved in elementary schools through four small-scale tryouts and two comprehensive tryouts.

The main purpose of this tryout was to prove the feasibility of KEDI's new instructional system in the middle school.

2. New Instructional System

KEDI's new instructional system is characterized by its five stages. They are planning, diagnosis, teaching-learning, extended learning and evaluation.

The sub-instructional models for science and English were applied to the instruction stage for adjustment to the particular characteristics of each subject matter. For this small scale tryout, one sub-instructional model for science and one for English were developed and implemented at two experimental schools.

Sample

The subjects were the 1st grade middle school students from two experimental schools, one from Seoul and the other from Gyunggi Province. They were chosen by taking into consideration the recommendation by each provincial Board of Education, random selection within a province, and the I.Q. and achievement tests in order to ensure proper representations from all parts of the nation.

The samples were divided into the groups who were given the printed materials with television and radio programs and the groups who were exposed to only printed materials. The pre-test, the experimental treatment program, and the post-test were applied to these two types of experimental groups.

3. Procedures

Before beginning the tryout, KEDI gave a five-hour orientation to the school teachers who participated in the demonstration.

The tryout was carried out for four weeks from September to October in 1976. The data of the tryout were collected by questionaires to both teachers and students, class observation, summative test, comprehensive evaluation meetings on the tryout, and teacher's daily records.

4. Findings

According to the results, the experimental groups showed higher achievement scores than the controlled groups in both Science and English. Also, among the experimental groups, the students who studied by instructional television and radio showed significantly higher scores than the students who studied without them. In English their listening scores were significantly higher than those of the students who studied only printed materials.

It was shown that students' and teachers' attitudes toward KEDI educational system were favorable. However, it took a long time not only for the teachers but also for the students to understand fully how to use the KEDI's materials and how to adjust to the KEDI's new system.

Also, in the instructional materials and sub-instructional models, the following points became problematic:

- the time schedule within a unit,
- the relationship between ITV and IR instruction, and
- teachnical and school facility problems in broadcasting.

On the basis of these findings, it is suggested that more small scale and large scale tryouts should be attempted and followed with continuous revision of the KEDI's new system in the future. Also, these tryouts should be deepened and widened not only to different subject areas but also to different grade levels.

KER. 000053

Opinion Survey on Field Implementation of the New Educational System

Yung Ke Byun et al.

Educational Research Report No. 53

KEDI, 1977, P. 65, Korean

Des. – New Instructional System, Field Implementation, Educational Innovation

Ide. –

This study was attempted, in the latter half of 1976, to investigate the opinions of those in the educational field on KEDI's new educational system.

The questionaires for this study could be explained by two crossed axes. One represents the new educational system including teaching-learning materials and system implementation, and the other concerns the effectiveness, superiority, usefulness, and necessity of the new educational system.

The questionaires were classified into the following five categories: one for teachers, one for principals, one for school supervisors and educational researchers, one for students, and one for parents. All the questionaires were of the multiple-choice type but the respondents have time to describe their opinions about the system. The subjects for sampling are 95,000 students, almost the same number of parents, 16,000 teachers, 160 principals, and 166 school supervisors and educational researchers.

The following principles were applied for sampling in this study.

- To draw samples from 11 provinces of the nation.
- To draw samples from big cities to small towns considering the social, cultural and economic factors of the respondents.
- To balance the number of respondents from the demonstration schools and the cooperation schools in sampling students, parents, and teachers.

This study has, of course, some limitations.

The respondents showed generally positive opinions on the new educational system. It was found that only few thought the new educational system as non-effective or useless.

The new educational system is more closely related with the application in the field than with the theoretical scheme. Based on these results, following hypothetical targets for the educational innovation diffusion can be established. The first target is the innovation adopter. The second target is the change target. There were a little difference in the opinions of the foregoing two groups-change agent and adopter-about the effectiveness of the new educational system.

As for the rest of the results of this study, there are much important informations for persons who are interested in R.D. & D. theories and activities.

It should be emphasized that most problems in Korean education may have positive solutions if the student's achievement is improved. The improvement of student achievement will be influenced by increased exposure to self-learning experiences.

The results of this study will be a rational ground for the generalized application of the new educational system throughout the nation.

KER. 000054

A Study on the Model Development of New Textbooks

Se Ho Shin et al.

Educational Research Report No. 54

KEDI, 1977, P. 209, Korean

Des. – Model Development of New Textbooks, Theories of Instructional Process, Learning Achievement Level

Ide. –

The purpose of this study was, by improving the method and the system of content organization of the textbook, to develop a new model of a textbook which can be used as a good teaching material and to examine the effectiveness of the new textbook along with its applicability to the teaching process in the classroom. In order to achieve the purpose mentioned above we presented six problems.

In an effort to solve these problems, we established the basic principles of the new textbook and then formulated its system and pattern.

In the process of constructing the units of this experimental textbook, many people including curriculum specialists, subject specialists, editorial officers, instruction-learning theoreticians and teachers have participated and provided consultations. And then, by applying this experimental textbook to school activities, we tested its applicability and effectiveness.

As to the subjects of the research, we randomly selected three groups; one experimental group and two comparative groups (group 1 and group 2) from both urban and the rural areas.

The experimental instruction was conducted 3 hours a week from November 1 to December 4, 1976. The experimental group used the experimental textbook with its instructional guidebook while group 1 commanded a usual classroom with the existing textbook, and comparative group 2 used the teacher's guide and workbook made for KEDI-general instructional system model and social studies instructional model.

To test the effectiveness and the feasibility of the textbook, we administered a pre-test and a post-test for both the experimental and the comparative groups.

The results of this research showed some imperfect but positive solutions to the six problems that we raised in the beginning of this research.

On the basis of those results mentioned above, we make several suggestions as follows.

First, the correct selection and the structuralization of instructional contents in the curriculum should be made prior to the development of the textbook, since the textbook itself is mainly designed after the curriculum is designed.

Second, the textbook revision should be made as a part of the long-term project, since enough amounts of research results should precede the revision process.

Third, research on textbooks system and on the contents of textbook organization should be carefully performed since many unexpected shortcomings of the textbook can be overcome.

Fourth, a new style of textbook with abundant instructional materials should be developed immediately, since most of students still do not have enough learning materials for their study.

Fifth, more investment into textbook production should be realized since there is little change in textbook expenditures despite the rapid growth of the economy.

Sixty, plans for reducing textbook prices including those below should be contrived immediately.

- Plan for improving the method of printing
- Plan for long-term use
- plan for developing special paper
- Plan for gradual textbook revision according to the needs of subject and of school grade
- Plan for minimizing the volume of the textbook through appropriate selection of contents.

KER. 000055

A Study for Structuralization of Social Studies Curriculum in Elementary and Middle Schools

Se Goo Chung et al.

Educational Research Report No. 55

KEDI, 1977, P. 91, Korean

Des. – Social Studies Curriculum in Elementary and Middle Schools

Ide. –

Social studies education aims to make an ideal future citizens. For this purpose the curriculum

should include men's social actions that are treated in various learnings of social science. Owing to this characteristic of a complex learning, social studies education until now has been deficient in the theoretical analysis of various learning elements that compose this subject matter, and in the organization of systems in instructional contents of each learning.

This study sims to show by what conceptual system the social studies curriculum is structured for elementary and middle schools in order to solve the above problems and to promote the progress of social studies education. Also, this study aims to invent relevant learning methods according to the characteristic of each learning field, and to make primary materials that may help in developing teaching-learning materials.

This research aims to solve the following.

- What conceptual system does social studies curriculum have in each semester and each school year in elementary and middle school?
- What area of teaching contents does the social studies curriculum in elementary and middle schools have according to the division of social science?
- What order of teaching contents does social studies curriculum in elementary and middle schools have for one school year?

This study states the procedures to these problems at length and presents following items for the improvement of social studies curriculum in the future.

- In the selection of teaching contents, we should pay closer attention to the scope of social sciences and the hiearachy of teaching contents.

In other words, as the criteria of selecting contents, a broadrange of theoretical bases for not only the scope and the hierarchy but also relevant investigation methods should first be established before moving into the actual process of curriculum development.

KER. 000056

An Application of a New Educational System-Report of the 2nd Comprehensive Demonstration of the KEDI's Educational System.

Yoon Tai Kim et al.

Educational Research Report No. 56

KEDI, 1977, p. 82, Korean

Des. – New Instructional System, 2nd Comprehensive Demonstration, Broadcasting Lessons

Ide. –

The second comprehensive tryout was the largest scale of field study that has ever been undertaken since the launching of the E-M Project in terms of the subjects and duration involved. Prior to this, four small scale tryouts and one comprehensive tryout had been conducted. The small scale tryouts were purposed to identify the effectiveness and feasibility of the components which constitute an educational system in the process of development. The first comprehensive tryout validated the effectiveness and feasibility of these components in the context of a system, but it fell short of covering all aspects of the total system due to the time constraint. Cognizant of the limited effectiveness of the first one, the second comprehensive tryout was designed so as to cover the widest possible scope of areas in sufficient time and synthesize the findings of previous tryouts. It represents the largest action research which has ever been taken at the national level. Its results empirically elucidated the effectivenss and feasibility of the new educational system. This trend was more salient in the classes which had met the requirements of the new system. In this respect, it serves as an important bridge into nationwide diffusion of the new educational system. From these results, the following tentative conclusions can be drawn.

Firstly, the feasibility of the new educational system has been empirically demonstrated.

The extent of success in implementation may vary depending on schools and teachers. By and large, however, it can be safely said that the major characteristics of the new educational system were fully appreciated in the practice of classroom instruction. The successful implementation of the new system is construed as empirically demonstrating its potential feasibility when it comes to a nationwide diffusion. This is partially due to the cooperative efforts of teachers and concerned administrative authorities.

Secondly, The new educational system is very effective in elevating cognitive achievement and facilitating acquisition of not only knowledge but

higher mental process.

The experimental group showed much higher levels of achievement than the control group not only in knowledge but in higher mental process. The mastery rate of experimental group–usually represented by the percentage of those who attained to the mastery level of instructional objectives to the total–almost doubles that of the control group.

Thirdly, the new educational system has potential contribution to reducing the regional disparity in educational quality.

Under the new system, the improvements of learning achievement were more remarkable in cities and rural areas than in large cities; the highest level of achievement was shown in cities, followed by rural areas. Such an upward trend of achievement commends the new educational system for its potential contribution to upgrading the quality of education particularly in rural areas.

Fourthly, the new educational system has cumulative effectiveness when it is practiced in succession.

The new system proved to exert a powerful impact on learning achievement, mastery rate and higher mental process, when viewed from a long-term perspective.

Fifthly, those who have a clear understanding of the new educational system are positive about its effectiveness and are creative and active in applying it.

The opinions of teachers, principals, supervisors and external evaluation groups at home and abroad all reflect a positive view of the new educational system. The better they understand, the more positive they are. The components of the new system such as instructional system, school management system and teaching-learning materials were fully recognized in terms of feasibility and relevancy. No serious problems were encountered in implementing the new system.

As such, the second comprehensive tryout provided the empirical data for validating the effectiveness of the new educational system. It must be noted, however, that these results–the products of a limited scope of field study–may not represent a true nature of the new educational system. More elaborate studies need to be conducted to make the new system readily available for nationwide diffusion. Major tasks at hand are related to material development and diffusion, teacher training, rate-of-return analysis and institutional changes which constitute environmental factors exerting influence on the new system one way or another. The forthcoming third comprehensive tryout will deal with these tasks, with more careful analysis of the results of the second comprehensive tryout. This will pave the way to the nationwide diffusion of the new system.

KER. 000057

A Preliminary Study for the Improvement of Value Education – A Content Analysis of the Textbook for Moral Education According to the Principles of Attitude Change

Sung Il Kim

Educational Research Report No. 57

KEDI, 1977, p. 182, Korean

Des. – Value Education, Attitude Change, Moral Education Textbook, Organizational Theory of Information Content

Ide. –

This study is to analyze the contents of the textbook for moral education according to the principles of attitude change.

Specific objectives are: 1) to select the principles of organization and presentation methods for value education, 2) to present the directions to revise the textbook upon the results of its content analysis according to the above principles, thereby bringing about the improvement of value education.

Major contents of this study consist of four parts: 1) defining the concept of value and attitude, 2) selecting the principles to organize its contents for value education from the standpoint of attitude change, 3) framing the criteria to analyze the textbook based on the above principles, and 4) identifying how those principles are reflected in the textbook.

Values are defined, adopting the concept of Nowcomb, et al. (1965), as the common objects of inclusive attitudes, i.e., extremely inclusive goals around which many attitude patterns may be organized. Attitude is defined, in accord with Fishbein and Azjen (1975), as a learned pre-disposition to respond in a consistently favorable or unfavorable manner with respect to a given object.

And that consists of a cognitive (thought) component, an affective (feeling) component, and a behavioral (action) component.

Ten principles were selected as effective methods to organize and to present contents for attitude change. And these principles were re-organized to set up the criteria for the textbook analysis with considerations given to the simplicity of analysis, the clearness of presentation, and the specification of viewpoint.

The anlaysis was conducted on the principle that each of the factors should be analyzed separately and a general tendency be presented quantitatively.

It follows from the present study that the principles of attitude change are not sufficiently reflected in the present textbooks for moral education. The following lists recommendations toward the directions to improve value education in an effective manner.

- The principles of attitude change should be reflected sufficiently in the contents of the textbook.
- Different virtues in value education should be re-examined in various aspects.
- Teaching methods should be diversified.
- Research on the qualitative improvement of attitude and value education should be conducted in multiple aspects.
- Collective efforts of the school, home, and society should be made for an effective value education.

KER. 000058

The Effect of Learning Basic Life Skills and Impact of Coeducational and Non-coeucational Situation in Middle School on Changing Sex Role Bias Attitude

Se Ho Shin et al.

Educational Research Report No. 58

KEDI, 1977, p. 88, Korean

Des. – Basic Learning Skills, Co-education, Learning Environment, Educational Curriculum for the Integration of Sex Role Bias

Ide. –

This study aims to examine the possibilities of inventing a new curriculum that combines home economics and technical studies. It also aims to examine the relative efficiency of two methods – whether to use co-education or not – that may be applied to the instruction of a new curriculum.

This research attempts to study the concepts of the equality of sex roles and related changes within the context of school education. Among various factors, curriculum has the most profound influences on the student's learning experience on these concepts.

In this research, we developed a curriculum on sex role equality and applied it to the first grade of the middle school. We put emphasis on discussion and practice rather than on lectures for knowledge deliverance. Male students learned needleworks and fruit-service that only female students have hitherto learnt; female students learn how to plant a rose sapling and how to make an electric contact code that only male students have hitherto learnt.

We conclude the following.

- It is more desirable to combine rather than divide home economics and technical studies for the formation of modern sense of values.
- It is efficient for this combined subject matter to be instructed in a mixed class rather than in a separate class.

Further more, we present the following for the orientation in the future.

- Home economics and technical studies should combine what male students and female students have learnt respectively.
- In combining the two subject areas, technical contents needed for modern life styles should be selected on all areas of life styles.
- For the efficient instruction of this subject matter, co-education should be achieved as soon as possible.

KER. 000059

A Study on the Development of Middle School Industrial Arts Instructional Materials for Increasing Technical Manpower

Suk Woo Chang et al.

Educational Research Report No. 59

KEDI, 1977, p. 90, Korean

Des. – Technical Manpower, Middle School Industrial Arts, Individually Assessed Learning Model, Teaching-Learning Materials, Ex-

amplary Industrial arts Classroom

Ide. –

This study aims to solve the problems that technical education carries with itself – the deficiency of qualified teachers, the deficiency of experimental facilities and of equipments, the lack of teaching-learning materials, and the educational method that puts emphasis only on theories and to promote the efficiency of learning. Furthermore, this study aims to normalize the technical education, and to enlarge the number of technical man power needed for the development of the heavy industry.

In order to achieve above aims, this study is carried out in the following ways.

- Conducting of research to establish the indexes on technical education
- The development of such teaching-learning materials as instructional guidebooks, materials for technical practice, and charts.
- The development of materials that would emphasize proper recognition of skills, correct understanding about the industrial society as well as the materials that would increase actual practice opportunities.
- The formation of basic drafts for facilities and equipments
- The development of model skill class
- The importance of technical education, the notions of technical education and the directions of technical education are discussed in the general theories on skill and technical education for teacher training

In the development of teaching-learning materials, each material is developed on the principle of instructional model of individual affirmation. Actual practices in technical education plays a major role in learning activities. But, tools and instruments are insufficient, and if sufficient, they are out of size. So there are great obstacles in the efficient acquisition of skills. Besides, we make basic drafts for tools and instruments according to each field, develop a multi-purpose worktable on which students can make various experiments and develop a model skill class as a synthetic practical place. The examination of efficiency about these materials should be preceded before supplying them. And, rearrangement of various materials through small scale examples should be followed.

KER. 000060

Basic Study on Curriculum Development for Environment Education.

Soo Il Kim et al.

Educational Research Report No. 60

KEDI, 1977, p. 89, Korean

Des. – Environment Education, Educational Curriculum Development

Ide. –

This study is carried out to present primary materials when we re-organize the curriculum and textbooks to strengthen the environmental education.

This study aims to found a theoretical basis and goals of environmental education. In order to found a theoretical basis for environmental education, the relation among environment, environmental problems and environemtal education should be made clear. Also, in order to make clear the importance of environmental education, we should analyze environmental problems as the fundamental reason for environmental education rather than studying the meaning of environment. We should also make clear how these problems are related with environmental education. In this study we analyzed environmental problems in five different categories. These are: population, industrialization, resources, pollution, and the environment. The analyses were made in the context of each problem's causality and in terms of the interrelationships among these items. We invented 10 areas of environmental education on the basis of concepts, principles, and generalizations which are the contents of environmental education. In order to establish the aims and the contents of environmental education, we examined those that are included in the current curricula of moral studies, social studies, science, and home economics which all seem to be related with environmental education. As the result, we found that the environmental education has been principally treated in science and social studies.

This study has put emphases only on founding a theoretical basis for environmental education and on establishing of objectives rather than on the selection of concrete contents for the achievement of these objectives. So, from now on there should be a systematic research on the selection of contents, and investigators should study how they reflect the

objectives.

KER. 000061

An Analysis of Elementary School Children's Interest in Television Program

Keuk Bum Shin et al.

Educational Research Report No. 61

KEDI, 1977, P. 78, Korean

Des. – Children's Interest in TV Program, Watching Time, Academic Record

Ide. –

Television has been with us for more than 30 years. In this era of explosive changes, the television cannot be regarded as a panacea for all our educational needs. Still, many educators think of it as an important medium for the specific aspects of contemporary education.

The psychological reasons why children view TV and that TV has an entertaining function, as well as an educational one. Children seem to prefer incidental learnings through entertainment rather than learning something useful; they are entertained incidentally while they learn something from it. Therefore, the entertaining function of TV becomes important.

In the process of the development of educational TV, an astonishing paradox seems to exist. Commercial TV seems to neglect the cultural need of education people, while educational TV, which purports to educate people, seems to neglect the need of entertainment. The "Sesame Street", the pre-schooler's ETV program, is highly successful because it keeps education interesting. In developing ETV programs, an important factor to consider is to camouflage the educational contents through an interesting program format.

KEDI has undertaken the task to develop ETV programs for elementary and middle school students. Before we develop and produce the ETV programs, it is necessary to diagnose the need, desire, and interest of school children.

The purpose of this study was to discover elementary school children's interest on TV programs in terms of its content as well as its format. In addition, it was hoped to find children's habits in watching TV, the educational effect of TV programs on children, and children's personal opinions on the programs. Therefore, the purpose was to see if the study would give us some directions in the development of ETV programs.

The survey was conducted within the region of which three television networks (KBS, MBC,TBC) are being broadcasted. The questionair was consisted of twenty-six questions. The sample size was 1,440, composed of the first graders to the sixth graders of elementary schools. The sample was randomly selected from ten elementary schools. Half of the sample was drawn from urban areas and the other half was drawn from rural areas.

Some important things are discovered through this study.

- In terms of the program content, six kinds of content was given to the children, i.e., "humor program, love story program, mystery program, fantasy program, adventure program, and the miscellaneous."
- In regards to the program format, six kinds of program format were given to the children, i.e., "drama series, variety show (children hour) animation, sports, foreign movies, puppet play."
- There was significant correlation between watching hours and academic scores, even though it is hard to say that the TV programs would decrease children's motivation for study.
- Between urban and rural areas, there was no significant difference, in terms of interests in the TV programs.
- Family guidance on TV programs was lacking in most of the households.
- About 76% of the children would like to learn the news from TV rather than from any other media. They trust TV news, as a source of news, more than any other media which include personal communication, except in the cases of the first and the second graders.
- Children prefer to have more of the educational programs, which can be an aid to their academic studies, over the simple entertainment programs.
- About 99% of the children who had the TV set in their homes, watched "Children's Hour" programs. Only 35% of these children consider that they are learning something from those programs. This evidence shows the urgent need of educational broadcasting for children.

KER. 000062

Evaluation Report on Population Education

Soo Il Kim et al.

Educational Research Report No. 62

KEDI, 1977, p. 15, Korean

Des. – Population Education, Population Policy, Population Education Curriculum

Ide. –

This task of developing the curriculums and materials aims to reflect the unit objectives and instructional objectives of population education on curriculum and teaching-learning materials in elementary and middle schools systematically and efficiently. In order to accomplish these aims, much research has been done step by step.

This study aims to examine the degree to which the population curriculum and teaching-learning materials developed by KEDI reflect these in the following ways.

- The contents on whether the population education is reflected in the population planning.
- The proceduces for the establishment of population curriculum.
- The degree to which the population education is reflected in the basic plans for textbook compilation.

The 5 years plan for population education (1977-1981), to raise the contribution of education to the efficient accomplishment of population policy through the systematic introduction of population education to instructional field has already been in progress. The areas covered include the introduction of population education to the related subject matters in elementary, middle and high school, the compilation of materials for population education, guidebooks for teachers, the development of audiovisual materials, and teacher training.

The degrees to which the products of KEDI research works are reflected in the population policy, population curriculum, and the guide for textbook writing are evaluated as follows.

- Those not reflected in the population policy planning though selected as the related subject matter for population education by KEDI (–1)
- Subject matter not selected as related to population education by KEDI and is not reflected in the population policy planning (+1)
- Though not selected as a related subject matter to population education by KEDI, reflected in the population policy (+2)

KER. 000063

An Evaluation study on Equalization Policy of Quality in High School Education

Moo Sup Kang et al.

Educational Research Report No. 63

KEDI, 1978, p. 243, Korean

Des. – Equalization Policy of Quality in High School Education

Ide. –

The equalization policy of high school that has been enforced in some big cities since 1974 has helped greatly the normalization of education and the democratization and universalization of secondary education. Now, there is some controversy about equalization policy, because graduates who have gone through this system are coming into the society. The point of this controversy goes like this. While they understand the fundamental purport of this policy, they talk of the problems in implementation and the academic problems.

This study first analyzes the status of the implementation of the equalization policy and examines its merits and demerits. We think of the settlement of basic academic ability, the presentation of educational program according to each student's aptitude and ability, the rational operation of the new high school entrance examination, and the equal development of public and private school as the fundamental directions of a countermeasure and present several supplementary means. These are made after some conferences not only with the officers concerned of the Ministry of Education and Board of Education but also with ratated experts and specialists. We deal with the following in the second chapter of this study.

- The equipping and expansion of school facilities
- Improvements in the teacher's quality
- Provide assistance to private schools
- The results of financial investments

In the third chapter, we deal with:

- student's quality and the equalization of academic abilities
- the normalization of secondary education

- the promotion of practical education
- the suppression of rural students' flow into big cities as the merits of high school equalization.

In the fourth chapter, we deal with

- the difficulty in learning directions
- the increase of problem students
- the increase of teachers' work load.
- the problems in the operation of the system
- the problems in the implementation of the equalization policy.

In the fifth, sixth, and seventh chapters, we present the data of academic ability since the practice of this policy, the status of preparing for university entrance examination, and a comprehensive countermeasure.

The directions to establish a comprehensive countermeasure are as follows.

- A student should be able to acquire basic academic ability through the entire course of elementary, middle, and high school.
- We should present educational programs to the students in accordance with their aptitudes and abilities
- We should promote a balanced development of public and private schools.

KER. 000064

Effectiveness of Technical and Business Education in Korea

Yoon Tai Kim et al.

Educational Research Report No. 64

KEDI, 1977, p. 64, Korean

Des. – Expenditures, Technical Education, Business Education and Industrial Education, – Analysis of Effectiveness, Employment Status of Graduates, Graduates's View of Occupation

Ide. –

The Government has implemented various projects for the promotion of vocational education and invested greatly in technical education in order to maintain the supply of technical men needed for the development of heavy industry. In addition, it has invested substantially in the province of business education in order to maintain the supply of able clerical workers who would assist managerial workers. This study aims to analyze investment effects of the two types of vocational education by studying the graduates and managers.

The concrete aims of current research are as follows:

- To analyze the relationship between the contents of technical or business education and the demands in industrial world
- To compare the percentage of employment between graduates of technical high school and graduates of other educational institutions.
- To analyze the employment status and the views on occupation among graduates of technical or business high school
- To present primary materials for the improvement of technical or business education through the comparison between the two. One is education in technical or business high schools on the basis of training expense and wage, the other is education in job training centers on the basis of expense and income.

In order to accomplish the aims of this study, A questionaire survey on managers of 68 companies in heavy industry located in Seoul, Pusan, and Taegu and 1,026 graduates from technical or commerical high schools since 1970 has been conducted we also investigated the expenses put into education and training in 8 technical high schools, 6 business schools and 6 job training centers.

The conclusion on the basis of this research are as follows:

- The education in technical high school, closely meets the demands of industrial world
- The material conditions for experiment and practice in technical high schools have been somewhat improved but still are insufficient
- The educational conditions in business high schools are less sufficient than those in technical high schools, but they try to take advantages of lab experiences in the field
- The education in business high schools closely meets the demands of industrial world.
- Graduates from vocational high schools are mostly dependent upon schools in obtaining information about employment. And, their views of occupation are generally sound.
- The rate of labor turnover in technical or clerical jobs is somewhat high. But the opportunities of employment for technical jobs seem higher than for clerical jobs.

- Among the graduates from secondary or high schools, those in clerical jobs receive higher wages than those in technical jobs. But, the wage difference by academic attainment levels is greater in clerical jobs rather than in technical jobs.

While high in effects of employment acceleration, and despite the importance of investment for technical education and job training, it has much lower return than the returns to other types of educational investments in high schools.

KER. 000065

A Survey on the Actual Condition of Air and Correspondence High School (II)

Ki Hyung Hong et al.

Educational Research Report No. 65

KEDI, 1977, p. 104, Korean

Des. – Air and Correspondence high school, Air & Correspondence education

Ide. –

Air and correspondence high school curriculum is based on that of humanities-oriented ordinary high schools. But, their managerial status is quite different from that of an ordinary high school. The purpose of this survey study is to provide a basic materials needed in the effective management through the research and analysis of the status of air & correspondence high schools. The main contents of this study are the status of schools and students, the status of student achievements, students' social & demographical backgrounds, occupational conditions of students and the status of air and correspondence high schools.

The conclusions are as follows:

- Air and Correspondence high schools do not provide the opportunity of advancement to those who passed appropriate school ages.
- The basic academic ability of an air and correspondence high school student is very low.
- The learning environment of these schools is comparatively poor.
- It is hard for these students to continue to study because of their jobs.
- Among the 4 teaching methods, the broadcasting lessons which absorb the largest amount of time and financial aids is of little help to students.
- They are more eager to study than do the regular high school students.

KER. 000066

Policy Directions for the Extension of the Compulsory Education

Jong Jae Lee et al.

Educational Research Report No. 66

KEDI, 1978, p. 130, Korean

Des. – Compulsory Education of Middle School, Development Process of Compulsory Education System, Education Tax, Compulsory Education System in Main Countries.

Ide. –

The Government has a plan to extend the compulsory education to the middle school level in the eighties in accordance with the world trend and is attempting to provide necessary conditions and to maintain required financial resources. Thus, in this transitional period, it is important to identify how and in what direction this task will be performed.

This study aims to design the way in which the compulsory education in middle schools would be established in relation with the entire educational system. We present the directions and tasks of main policies for the compulsory education in the middle schools and build a concrete implementation plan to rearrange and supplement relevant areas. Therefore, we aim to devise a reasonable and systematic way through which the compulsory education in middle schools can be established. The areas and tasks that should be treated for the enforcement of the middle school compulsory education are not only the secondary education itself but also teacher training, measures for private schools, early childhood education, special education, educational facilities, various educational media, and educational finances based on a comprehensive point that includes all kinds of instructional systems.

In terms of the research method used, we analyzed materials related to the enforcement of the middle school compulsory education as the reference data and investigated the actual status to grasp the instructional reality in elementary and middle schools.

We present the following as the result of this

research.

- The Middle school compulsory education is executed from 1982. But the free compulsory education is expanded step by step based on the income-level and by area.
- In order to secure additional finances, additional expenses should be reflected in the registration fee as much as poosible. If this is not possible, 12.98% should be provided from the expenditures for the compulsory education and local finances. And a public educational bond should be issued in order to fill the deficient amount. If above methods are totally impossible, creation of a special tax for education in the form of an indirect tax is needed.
- The enforcement measure for the installing of the departmental system in the upper grades of elementary school and the problem of reorganizing relevant curriculums are important.
- The extension of the years of schooling at teacher's colleges, the improvement of the method of training secondary teachers and the supply and demand of teachers are problems and issues to be dealt with.
- The supply of private middle school and the problems in the operation administration system should be considered.

KER. 000067

The Characteristics of Korean Elementary & Middle School Students and the Level of their Academic Achievements

Jong Jae Lee et al.

Educational Research Report No. 67

KEDI, 1978, p. 130, Korean

Des. – Characteristics of Elementary & Middle School Students in Korea, The Level of Achievement, Academic Conceptual Model of the Extension Compulsory Education

Ide. –

This study was purported to grasp the status of student life both at home and at school and of student's academic ability through the investigation of educational environment at middle schools in preparation for the extension of compulsory education to the middle school level. The rusults of this study will be taken into consideration for the establishment of educational policy and objectives for the extension of compulsory education.

It also suggests the following questions:

- What are the social, economic, physical, geographical, psychological, and cultural characteristics of students?
- How is the present status of student's academic ability and close the school system help students to accomplish the basic objectives of learning?

On the basis of the vast results of this study, this study suggests the following measures:

- Establishment of new schools in accordance with the geographical conditions of the student population
- Implementation of a free compulsory education for the rural and fishing villages
- Strengthening of the school meal service and the positive utilization of the results of student's physical examination
- The reorganization of school groups & allocation of students on the basis of the distance from home to school
- Strengthening of affective education, and introduction of incentive system for the encouragement of learning motivations
- Solution to the problem of over-sized classes
- Operation of a new educational curriculum which aims for the student's better understanding of basic knowledge and emphasis on the educational methods which provide the way to deviate from the encyclopediac memorization of simple facts and particular items of knowledge.
- Introduction of new instructional methods and materials for the improvement of school education in the remote areas.

KER. 000068

Socio-Economic and Psychological Characteristics of Elementary and Middle School Dropout Students

Jong Jae Lee et al.

Research Report No. 68

KEDI, 1978, p. 70, Korean

Des. – Social, economic, psychological cahracteristics, Compulosry education, Non-advancing graduates, Compulsory advancement

Ide. –

The study was conducted to provide more

opportunities of advancement for students who do not hope more schooling for one reason or another. A wide-range survey of the social, economic, phychological, geographical and cultural characteristics of non-advancement students was under taken for this study. We sampled the final grade students of elementary and middle schools through multi-stage group sampling. Also, questionaires were distributed to 5,009 and 5,590 students of primary & middle schools respectively. The major causes which hinder student's advancement were found to be the economic conditions and educational concern from the view points of parents and academic ability, self-concept, values from that of students.

Elementary school graduates, they can be divided into 4 groups according to variants to their decision of advancement.

- group A: They are willing to go to middle schools and can afford to pay school expences.
- group B: They are economically able to pay middle school expenses but are not ready to go to middle schools.
- group C: They have economic difficulties to go on to the middle school but they are ready to advance to middle school
- group D: They are not able to go to middle schools owing to both economic conditions and poor academic abilities.

As for the group B.C. and D, the compulsory education will enable them the advancements. In connection with the characteristics of these groups, we suggest the following measures for the acceleration of the student's advancement.

- A free compulsory education ought to be implemented to assist the students of group C.
- For the students of Group B, new instructional methods and teaching materials ought to be provided in the educationally dilapidated regions.
- A long-term educational policy ought to be considered to gradually bestow the opportunities of advancement to the students of group D.

KER. 00069
The Effectiveness of Investment in Education
Chung Il Yoon et al.
Research Report No. 69
KEDI, 1978, p. 168, Korean
Des. – Effectiveness of Investment in Education
Ide. –

This research is the latter part of an educational expenditure analysis that was carried out in 1977. It aims to present primary materials to decide the order priority of educational investment through the analysis of expenses-earnings on the effects of educational investment. The educational system developed in KEDI has been applied to field through four comprehensive tryouts from 1975 to 1978. The main aims of this study are: to measure the comprehensive effects of this system and to present materials for a policy decision by examing the possibility of extending it to the entire country. The specific aims are: to measure the effects of educational investments by area, (big city, town, or the country) school or class, (elementary, middle, or high school) and by school year; to compare the effects of educational investments among model schools, reference schools, and TV program experiment schools.

In order to accomplish these aims, we investigated through three stages. To measure educational investments; To measure educational earnings through the evaluation of the increase rate of school accomplishment; elementary school is where we can take the highest effects of educational investment, middle school is middle and high school is low. As the educational level becomes higher, investment effects become relatively lower On elementary and middle schools, the rural area is where the regional effects of educational investment is the highest, but on high school, a big city is the highest...when we compare the effects of educational investment between the model school and the reference school, the former is higher than the latter. . in order to raise instructional effects, it is necessary to use the TV program.

We present the following things as the ruselt of this research:

- Teachers should prepare the means to control the academic abilities systematically. Teachers should aim at the equalization of the effects of educational investment. The application of the new educational system is necessary. It is necessary to make the comprehensive study about the effects of educational investment.

KER. 000070
A Study on the Effects of Departmentalized Teach-

ing System in Physical, Music and Fine Arts Education of Elementary Schools
Jae Bok Kim et al.
Educational Research Report No. 70
KEDI, 1978, p. 191, Korean
Des. – Departmental Teaching System
Ide. –

The purpose of this study is to investigate the effects of departmentalized teaching system for the subjects of physical, music and fine arts education. In the Korean educational system, a teacher has to teach nine subject-matters in one class. Many educators and researchers have doubted the effects of this kind of teaching system in the elementary school level. Therefore, some researchers have attempted to suggest a new teaching system, particularly for the subjects of physical education, music, and fine arts.

In recent years, KEDI has suggested and implemented a departmentalized teaching system as a part of a new school system which was designed to innovate the Korean educational system in the elementary and middle school levels. This study was designed to investigate the effects of the departmentalized teaching system by analyzing (1) the student's achievement, (2) the teaching loads. (3) the curriculum operation, and (4) the changes of the teacher's quality. Also, the cooperative effects of the departmentalized teaching system and the teacher's guidebook were investigated under different teacher organizations.

For this study, 854 students in the fourth grade and 37 teachers were selected from the rural areas. They were divided into two groups: the experimental group and the control group. 607 students and 24 teachers were randomly selected and assigned into one of four experimental groups.

For the evaluation of the effects of experiments, achievement test, attitude scale, rating scales for the evaluation of curriculum operation, and questionaires on opinions of the person involved were specially designed and developed. All of these evaluation schemes were administered twice. They were pre and post experiment. The data of this study were analyzed by the covariance analysis with covariate of pre-test scores.

The results of this study were summarized as follows;

a. The achievement of students in the experimental groups were significantly higher than that in the control group. And also the achievement of students who have been instructed under the conditions of departmentalized teaching system and with teacher's guidebook were significantly higher than the students who have been instructed only with the teacher's guidebook.

b. The operations of curriculum were implemented more effectively and effeciently in the experimental groups rather than in the control groups. However, the utilization of instructional materials was not significantly different in the experimental groups or control groups.

c. There were no significant differences in the change of teacher's quality between these two groups. However, the teaching loads in the experimental groups were significantly decreased compared to those of control group. Particularly, the teacher's loads for designing instructional units and for developing the instructional materials were significantly decreased.

d. The teacher's opinion was very positive for the teacher's guide book and the departmentalization of teaching system.

KER. 000071
An Application of a New Educational System-Report of the 3rd Comprehensive Demonstration of the KEDI's Educational System
Choong Hoi Kim et al.
Educational Research Report No. 71
KEDI, 1976, P. 76, Korean
Kes. – New Instructional System
Ide. – Sangmyung Primary School, Kimhae Donggwang Primary School

The purpose of this project is to develop a new educational system, which provides a solution to educational problems and to the provision of quality education. In the process of development, four tryouts were conducted on a small scale in the selected primary schools. Subsequently, two comprehensive tryouts have been conducted in primary schools and one small scale tryout in middle schools. These tryout were intended to vindicate the effects and feasibility of the new educational system model in the actual school setting.

The Third Comprehensive Tryout was purported to obtain empirical data for the modification of the new system model, which had been refined on the findings of preceding tryouts. The specific objectives of the Comprehensive Tryout are as follows.

- to assess and evaluate student achievement
- to analyze changes in the actual operation of schools when the new educational system is employed.
- to determine the extent to which the intrinsic goals of the new educational system have been achieved and to synthesize opinions of teachers and students who participated in the tryouts.

The Third Comprehensive Tryout covers one year period from March 1977 through February 1978.

The Third Comprehensive Demonstration involved 16 demonstrative schools, with 382 classes composed of 25,059 students at grades 3, 4, 5 and 6. The control group consisted of 6 schools with 261 classes composed of 10,649 students.

The Third Comprehensive Tryout involved an experimental group consisting of 128 classes with 3,784 students and a control group comprising 48 classes with 2,793 students. The selection of subjects was made on a random sampling basis. The measurement tools used were achevement test, basic learning skills test, questionnaires and interviews.

From the findings of this study the following concludsions were made.

Firstly, the new educational system proved very effective in upgrading the quality of primary education.

As mentioned earlier, the application of the new educational system to actual school setting resulted in marked improvements of student achievement and basic learning skills and attitude change of learners in a desirable direction. It also improved the efficiency of the school management. By and large, the new educational system demonstrated its potential to upgrade the quality of primary education.

Secondly, the new educational system contributes toward reducing the regional disparity in educational quality.

Under the new educational system, the improvement of student achievement was more remarkable in rural areas. From this result, the new system has a strong leveling effect on educational quality among regions.

Thirdly, the new educational system has cumulative effectiveness when it is practiced in succession.

A comparative analysis of the three comprehensive tryouts revealed that the student achievement has improved with the number of tryouts conducted. It follows that the longer the new system is applied, the higher effects it has on educational quality.

As such, the third comprehensive tryout provided empirical data for revalidating the effectiveness of the new educational system. The successful implementation of the tryout owes not only to the inherent strength of the new educational system but as much to unreserved support and cooperation of teachers and administrators involved therein.

KER. 000072

A Survey on the Educational Activities for the National Identity

Se Ho Shin et al.

Educational Research Report No. 72

KEDI, 1978, P. 179, Korean

Des. – Education of National Identity, Learning Theory of Affective Characteristics, the Status of Civic Education in Foreign Countries

Ide. –

The present study was to analyze the current status on the educational activities for the national identity and to measure teacher's attitude toward the national referents, thereby presenting directions to improve the educational activities for the national identity.

The concept of national identity was defined as the behavioral disposition or evaluative response to the important referents or components related to the nation (Hong and Kim, 1976). The components related to the nation were selected as people, government, native land, national symboi, and patriotism.

Major contents of this study consisted of seven parts: curriculum management, instructional methods, student activities, learning-environment, evaluative methods, administrative and financial

support, and teacher's attitude.

The subjects of this study were 1,702 teachers from the upper-grades in elementary school and junior and senior high school teachers who were assigned to teach moral education, Korean language, national history, and social studies.

A questionnaire consisted of seventy items on the educational activities for the national identity, and attitude scales developed in the previous study (Hong and Kim, 1976) were utilized for the present study.

The main results of the study were as follows;

- The contents related to the national identity were reflected sufficiently on the textbooks for moral education, Korean language, and social studies, in general.
- Lecture type activities were used mostly by teachers, especially in rural schools.
- Students' activities to experience the national identity were more frequent in primary schools than in secondary schools.
- Learning-environment for inspiring students' national identity was more adequately arranged in primary and rural schools then in large city and secondary schools.
- The educational achievement for students' national identity was mainly evaluated by paper-pencil test, especially in secondary schools.
- The administrative and financial supports such as provision of reference materials and in-service teacher training were placed on large city and secondary schools.
- Teacher's attitude to the national referents showed positive direction, especially in case of the teachers of male, secondary schools, and over the age of forty.

On the basis of the above results, following recommendations for more effective educational activities were presented.

- In-service teacher training on the national identity should be implemented fully.
- It could be better to have a variety of instructional materials for the subject.
- Administrative and financial support to schools should be strengthened.
- Social campaign for inspiring the national identity of people should be made continuously.
- Teaching conditions should be improved.
- Follow-up studies on the national identity should be conducted in multiple aspects.

KER. 000073

A Study on Efficiency of Industrial Arts Education at Middle School

Suk Woo Chang et al.

Educational Research Report No. 73

KEDI, 1977, P. Korean

Des. – Technical manpower, Technical education at middle school, Instructional model of industrial arts

Ide. –

This study which is consigned by the Ministry of Education, aims firstly, to make the most of educational effects by the solution of problems that technical education in middle school carries with and through the normalization and efficiency of educational operation. In addition this study aims, finally, to expand the number of technical men in order to prepare for the age of heavy industry and high industrial society.

In 1977, there was a broad research on material development as a process of the research on material development. In 1978, we examined the relevance and efficiency of all kinds of developed materials and rearranged or supplemented this material in orde to prepare for the gradual country wide diffusion after 1979. More concretely in 1977, there was the development of teaching-learning materials, the development of projection materials, the foundation of basis for facilities, the development of model technical class, and the development of materials for teacher training on the basis of the basic research for the normalization of technical (home economic) education. In addition, there was the development of the teacher training policy and of training program. In 1978, we performed a field research for six months about 14 model schools selected from the entire country, and rearranged or supplemented the developed materials after this research.

Through out this study, we pay attention to the curriculum spirit of technical studies (male) and home economics (female) in middle schools, and also its periodical and educational importance. So in order to solve problems which technical (home economic) education in middle schools now con-

tains the lack of able teachers, the scantiness of facilities, the want of teaching-learning materials, class operation only by theory, and so on—we aim to prepare the means, and also to spread these means.

KER. 000074

Effect of ITV Program in the Classroom

Myong Ja Nam et al.

Educational Research Report No. 74

KEDI, 1978, P. 83, Korean

Des. – Effects of ITV Program, Effects of Learning Through TV Media, Teaching-Learning Material, Academic Achievement Level, Educational Utilization of TV

Ide. –

KEDI has undertaken an innovative educational program which was titled as "Elementary and Middle School Development Project (E-M Project)". The purpose of the project is to develop a new educational system which offers qualitative education as well as the solutions to the various problems facing Korean education.

As a part of this project, various teaching and learning materials were developed. The developed materials are teachers' guidebooks, students' workbooks, various kinds of evaluation materials, and instructional TV and radio programs.

The purpose of this study was to measure the effects of instructional TV programs, which were developed and proceded during the last four years, in order to answer the following problems:

- What are the differences in academic achievement between the classrooms equipped with ITV and those without it?
- Are there any academic achievement difference between the different program formats?
- Would the students' attitude toward ITV programs be different before and after ITV instruction?
- What is the correlation between students' attitude toward ITV instruction and their academic achievement?
- What difference, if any, exists between the attitude of teachers who previously acquainted with ITV methods and those who had no such experience?
- What kind of problems would be involved in terms of using the ITV programs in classroom?

The research was conducted from May 1978 through June, 1978, during a period of about seven weeks. In order to select the middle class elementary school for sampling, Yi Soo elementary school was chosen. The experimental group was two classes in the fifth grade with 153 students, and the other control group was two classes in the fifth grade with 150 students.

The materials used for this research included 20 ITV programs, teachers' guidebooks for ITV, and various kinds of evaluation materials.

The research results indicate that the ITV instruction can be used successfully in Korean education. However, it is very important to select carefully the contents and the development of proper production techniques.

It is found that ITV instruction may be very effective when the children participate in the program sharing their own interests. It is important to remember the fact that the study was conducted with various kinds of limitations which include sampling problems, the small number of ITV programs used, and the short duration of the study.

KER. 000075

A Study on Analyzing Patterns of Errors in the Calculation of Addition and Subtraction

Wi Chong Ahn et al.

Educational Research Report No. 75

KEDI, 1978, p. 81, Korean

Des. – Calculation of Addition and Subtraction, Model of Errors, Modernization of Mathematics Education

Ide. –

In complience with the modernization problem of teaching mathematics, the textbook was newly compiled and published in 1973.

Since then the emphasis on the concepts, principles, and laws have unintentionally caused teaching arithmetic difficult. Therefore, those who are concerned with the improvement of primary school mathematics begin to worry about the decline in children's capabilities of basic operation in arithmetic.

This study was carried out to provide the teachers with materials needed to increase the

basic operation capabilities and to have baseline data required to revise the existing curricula.

In order to identify the patterns of mistakes in operations (addition and subtraction) made by children, followings were designed and analysed:

- Thirty different types of addition and subtraction were selected and ninety problems were made respectively based on those thirty different types
- Three hundred children selected randomly were tested and results were analysed using each index as follows.
  - B–1 Number of error and its ratio
  - B–2 Error ratio by types.
  - B–3 Error ratio by existence of Zero in place of numerals
  - B–4 Error ratio by necessity of regrouping in addition or rearrangement in subtraction
  - B–5 Error ratio of each problem
  - B–6 Capability of calculation subjected to time periods in addition and subtraction

Conclusions; Following conclusions were drawn on the basis of the above analysis

(Addition)

a. Regrouping in addition frequencies influences on the difficulties, especially if regrouping occurs continuously, then the error ratio shows up
b. The existence of zero in digits also influences on making mistake

(Subtraction)

The existence of zero in mid, end shows the highest error ratio when renaming in subtraction occurs continuously. And difficulies are proportionate to the number remaining.

(Time Periods)

Error ratio does not depend on time periods. It is desirable to provide appropriate time periods for the children to solve the problems associated with the problem types.

KER. 000076

A Comprehensive Report on the Elementary Middle School Educational Development Project: Achievement and Future Perspectives of the Project

Se Ho Shin et al.

Educational Research Report No. 76

KEDI, 1978, p. 115, Korean

Des. – Elementary/Middle School Improvement in Learning Achievement Level, Educational Development Project, New Instructional System,

Ide. –

This study was conducted to evaluate the results and prospects of educational development projects which were proposed and carried out by KEDI. The contents of this study are as follows: In the 1st chapter, we discussed the significance of the development of the new educational system and explored into the problems in the new instructional system and teaching-learning activities, under the title of "the Korean establishment of the new educational system."

In the 2nd chapter, "The effects of new instructional system", we discussed the objectives of the new instuctional system (the improvement of academic achievement degree, increase of effectiveness in the input of educational expenses, the diminution of regional differences in the quality of education, the expansion of educational opportunities, etc.) and the effect of its application (the improved degree of academic achievement and the diminished regional difference in the quality of education).

In the 3rd chapter, additional effects of the new educational system are analyzed as the following; 1. The constitution of the basic necessary independent educational ability 2. The promotion of research and activities for the educational development and innovations 3. Strengthened position of Korean education in the international fields of education. And in the 4th and 5th chapters, we dealt with the opinions and prospects on the new system from various fields of education.

KER. 000077

A Study of Some Problems related to Preliminary College Entrance Examination

Yun Sup Lee et al.

Educational Research Report No. 77

KEDI, 1979, p. 94, Korean

Des. – College entrance Qualification test system, college entrance system in advanced countries, High School Record system,

Ide. –

This study was conducted through the group discussion with advisory committee, distribution of questionaires, survey of field opinions, and interviews with the administrators in order to gather opinions on the disclosure of quality examination questions and on the establishment of regular institutions of the examination. Following conclusions were drawn from this study.

- The disclosure of quality examination questions is almost impossible for the present owing to a variety of reasons.
- It is badly needed to establish a regular institution which will be in charge of the nation-wide evaluation of student's academic ability.
- This study dealt with the whole procedure of quality examination to explore measures for the solution of problems inherent in the present examination system.
- For the smooth management of quality examination system, it is necessary to secure sufficient amount of budget beforehand.
- For the consideration of middle record in the high school entrance, studies on the related systems are prerequisite.
- For the effectiveness of learning, the over-density of classroom has to be mitigated.
- It is needed to re-organize the present high school system to direct more toward simple curriculum which will provide the students with diverse subjects areas according to their abilities and aptitudes.
- It is urgent to futher improve teacher's educational environment and administrative or financial supports which have been insufficient during the process of high school equalization.

KER. 000078

Evaluation Study on Equalization Policy of Quality in High School Education (The Secondary Study Report)

Yoon Tai Kim et al.

Educational Research Report No. 78

KEDI, 1979, p. 136, Korean

Des. – Equalization Policy of Quality in High School education, Guidance Program for Slow-learners, Integrated high school system, Integrated high schools in England

Ide. –

This study aims to evaluate the results of high school equalization policy, centering around the academic ability problem which has turned up as the most difficult problem of education. In other words, it mostly deals with the development of supplementary instructional programs to aid the low-achievers in their studies. In preparation for the increasing trend of high school equalization and for the extension of compulsory education to high school, we studied and analyzed the integrated program of Sweden and some other countries in order to examine their applicability to Korean education. On the basis of the major findings of this study, we suggest the following policy tasks which have to be met:

- It is necessary to develop not only the supplementary instructional programs for slow-learners but the advanced instructional guidance programs for the gifted students.
- It is also necessary to prepare extra classrooms for the mobile instruction and for the flexibility of the management and organization of instructional programs.

On the basis of the above conclusions, we suggested the tasks found in the policy decision as follows:

- It is necessary to prove the validity of high school achievement record system according to its multifarious types.
- It will be of great benefit to study the applicability of quality examination to the measurement of minimum standard of academic ability for the college learning.
- It is necessary to research on the correlation between quality examination, main examination and achievement record system.
- It is necessary to explore the necessity of the publication of supervisory materials from the 1980 quality exam.
- Preparatory study is necessary for the exploration of the measures which will help establish standing organizations over the nation for the evaluation of results from the quality examination.

KER. 000079

Policy Directions for the Private Middle School

Chul Soo Huh et al.

Educational Research Report No. 79

KEDI, 1979, p. 136, Korean

Des. – Compulsory education of middle school, Measures for Private middle school education,

Ide. –

In accordance with the government's policy to extend compulsory education, KEDI has studied the plan for the fixation of compulsory education to middle school.

One of the most important and difficult tasks in its implementation is the task concerning private middle schools. This is because current number of private middle schools records 40% of all the middle schools in Korea. It is also because it is not easy to satisfy both the demands of government and the objectives of the foundations of private schools. To make matters worse, it is nearly impossible not only to put the private schools under government's direct control but also to continue their present management system. To successfully carry out the fixation of compulsory education, it is necessary to identify the characteristics of private middle schools and establish a new management system for these schools. Therefore, this study concentrates on the status of managerial patterns of private middle schools.

For this study, we first analyzed relevant materials, both domestic and abroad, on the measures for private middle school. Secondly, educational systems of selected countries were studied. And then, we surveyed the present status of private middle schools after consulting with specialists. The major policy tasks revealed by this study are as follows:

- To expand professional opportunities in educational field, and chances for promotions. To provide training to private school teachers. To obligate the graduates of national teacher's colleges and successful candidates in the ranking exams to serve in the private schools. To furnish teachers in rural private schools with additional allowances
- To expand and improve educational facilities of private schools
- To establish and carry out special measures for the securement of school grounds for the private schools
- To increase financial aid and the tax privilege to the private schools and to convert some special schools and civic high schools to private middle schools.

KER. 000080

An Analysis of the Elementary School Curriculum and the Perspectives for it's Improvement

Se Ho Shin et al.

Educational Research Report No. 80

KEDI, 1979, p. 301, Korean

Des. – Changes in educational Curriculum of Primary School, Rationality of the Amendment of educational curriculum, Evaluation Policy of educational curriculum

Ide. –

What kind of a human being a country or a society forms through education lies in, above all, what experience a student obtains. And when we reflect on the fact that this experience is obtained through the curriculum, the evaluation of the curriculum in terms of its structure, contents, organization, and method is very important.

This study aims to grasp the problems inherent in the current elementary school curriculum in terms of the contexts of the eighties and the nineties. This study also aims to present reform measures to deal with the problems. For these purposes, we pay attention to curriculum problems in the context of the basic concepts of curriculum, the relevance and continuation of educational aims, the relevance and hierarchy of educational contents, the control and timeschedule of subject matters, relevance and variety related with teaching, learning, and evaluation, and the analysis of major problems related with curriculum development. 2,000 teachers in 250 elementary schools, pedagogue, experts in subject matter education, educational administrators took part in this research. The key points of this research are a curriculum introduction, an analysis of the entire system, and the analysis of the whole subject matters including moral studies.

As the result of this study, we present the following points for the improvement of the future

curriculum. The current elementary curriculum should be corrected immediately. o It is necessary to re-build and re-examine our educational aims. o In curriculum development, there should be reformations in the selection and organization of the curriculum. o Concrete and detailed description about teaching-learning procedures and evaluation methods should be included in the curriculum. o It is necessary to reform the entire organization of the curriculum. A curriculum format that includes various booklets-curriculum, an interpreting book of curriculum, a guidebook for teachers, an independent volume, a textbook is better than the present form. And, we should point toward the better form.

KER. 000081

Study on Successful Cases in the Implementation of KEDI's New Instructional and School Management System

Se Gee Kim

Educational Research Report No. 81

KEDI, 1979, P. 419, Korean

Des. – New Instructional System, Successful Cases, Educational innovation,

Ide. – Haberg

This study was conducted to explore the ways in which the educational innovation was effectively fulfilled in the demonstration schools, which have adopted and tried out KEDI's new educational system. The purpose of this study was to investigate the movement of teachers during the process of the distribution and diffusion of a new educational system. For the above purpose, we analyzed several factors which hindered or expedited school innovation after a new educational system was adopted by schools. In addition, we analyzed not only the prospects of the new educational system but the process through which the group of teachers had led the innovation of the school organization system. Speaking of the methods of research, we selected some demonstration schools according to each type because we thought the innovation in the management system of schools shows a wide variations among schools of different scale. Also, two kinds of questionaires were distributed to the sampled schools. And the theoretical background of this study was arranged in terms of the basic concepts for the utilization of educational innovation and the types of its diffusion. In conclusion, this study revealed that educational innovation was finally dependent upon the way how the teaching-learning system, through the integration of various functions of management system, can be developed to expedite creative education as a totalitarian school management system. And, we additionally suggest strategies and practical tasks for the implementation of educational innovations.

KER. 000082

An application of a New Educational System-Report of the 4th Comprehensive Demonstration of the KEDI's Educational System

Kyong Sook Park et al.

Educational Research Report No. 82

KEDI, 1979, P. 90, Korean

Des. – New Instructional System, 4th Comprehensive demonstration

Ide. –

Since its establishment in 1972, KEDI has undertaken the Elementary and Middle school Development Project (E-M Project). This project purports to develop a new educational system, which provides the solution to existing educational problems and makes provisions for a quality education.

Field tryout accompanied its development process on both small and comprehensive scales, and these tryouts aimed to vindicate the effectiveness and applicability of the new educational system in the actual school setting. Four tryouts were conducted on both small and comprehensive scales each in the selected primary schools. A small scale tryout was also conducted in the selected middle schools.

The purpose of the Fourth Comprehensive Tryout was to obtain empirical data for the modification of the system model which had been evolved through four small-scale tryouts and three comprehensive tryouts.

The Fourth Comprehensive Tryout spans a one-year period from March, 1978 to February, 1979. Involved in the Tryout were an experimental group consisting of 585 classes with 37, 193 pupils selected

from 18 pilot schools and a control group comprising 284 classes with 18,104 pupils selected from nine schools.

Teacher Training

The training program offered to teacher participants is basically divided into two forms-intensive and on-the-site training-supplemented by classroom guidance, on-the-call training and self-training in school.

Application to School Situations

- Application of New Instructional System

This application is examined in sequence of (1) Planning Stage, (2) Diagnosis Stage, (3) Teaching-Learning Stage, (4) Extended Learning Stage, and (5) Evaluation Stage.

- Application of School Management System

The new school management system composed of six components was put to tryouts in 18 elementary schools and 9 control schools. And, a questionaire survey was conducted to determine differences in its effectiveness between the two groups. The new school management system makes for a preparation of grade or class centered management and a flexible organization of the learning group.

Change in Student Achievement

In order to verify changes in student achievement, a comparative analysis was made of the experimental and the control group through the achievement test.

Reduction in Regional Disparity of Educational Quality

Baseline data disclosed a gap of more than 10 points in student achievement between urban and rural areas. After the Fourth Comprehensive Tryout was implemented, this gap diminished to four points in the experimental group (cities; 81 points, rural areas: 77 points), while the control group registered six points (cities; 72 points, rural areas; 66 points).

Changing Trends of Student Achievement in the Experimental and Control Group

Before the Fourth Comprehensive Tryout was implemented, the achievement of the experimental group was 59 points-one point lower than 60 points. Over the period of four tryouts, the achievement level of the experimental group has shown a steady improvement along 62, 71, 74, and 80 points, while the control group registering 54, 61, 62, and 70 points.

Improvement of Basic Learning Skill

In order to measure the extent of improvement in basic learning skills, tests were administered to the experimental and control groups at the 4th and 6th grade levels.

Achievement of the Pilot School Graduates in Middle Schools

A study was conducted on the achievement of the middle school pupils who had studied under the new instructional system in the pilot primary schools compared with that of pupils from non-pilot schools.

Student's Attitude Toward Learning

An attempt was made to define the impact of the new educational system on student's attitude towards learning through a questionaire survey on terachers' opinions.

Changes in School Management

The new school management system is another major component of the new educational system, which creates a climate supporting the new instructional system. It involves three stages-planning, implementation, and evaluation-which constitute a cycle to be reiterated on a continuing basis. It comprises six components which are functionally related with one another in the context of a total system.

Opinions about the New Educational System

Opinions about the new educational system, including its sub-systems of instruction, school management, and teaching-learning materials, appeared to be very positive.

Summing up the survey results, it can be safely stated that the new educational system is ardently advocated by most of teachers, administrators, and pupils who have been involved in the tryouts. Although there are some problems in actually implementing the new system, its commendable features stand out and overshadow the problems. The need for its country-wide application has become greater.

External Evaluation by Specialists

Besides the empirical tryouts, the Ministry of Education organized Education Committee responsible for the comprehensive evaluation of the new educational system in terms of effectiveness and feasibility. This evaluation assumed great significance, because it provided an opportunity

to ascertain the hitherto-implemented tryout results from the viewpoint of a spectator.

As a result of the evaluation, the theoretical and practical validity of the new educational system was fully revindicated and its feasibility was ensured.

The Evaluation Committee suggested that the new educational system should be applied across the country and appropriate measures should be undertaken to pave the way to its countrywide application.

External Evaluation by Foreign Specialists

U.S. Case Study Team conducted an analytical study of the new educational system and ascertained the effectiveness of the new system in various respects as vindicated by previous studies. But the Team pointed out some problems related to the dissemination of the new system.

Conclusion

Up to the present time, KEDI has implemented four comprehensive tryouts whose results are consistently indicative of the effectiveness of the new educational system as described earlier. The purpose of the Fourth Comprehensive Tryout was to re-ascertain the findings of the Third Comprehensive Tryout.

As mentioned earlier, the application of the new educational system to the actual school setting brought about marked improvements of student achievement. This is well exemplified by the average points of achievement in the experimental group being 10 points higher than that of the control group.

Another feature to be noticed is that the pupils who have been exposed to the new educational system in primary schools achieve higher in middle schools.

The effectiveness of the new educational system was also felt in school management. By introducing Management By Objectives (MBO), teachers were given opportunities for group thinking, resulting in improvement of rationality in the decision-making process.

The Fourth Comprehensive Tryout yielded empirical data in support of the effectiveness of the new educational system.

KER. 000083

Institutional Improvement for the Implementation of Compulsory Education

Jung Wha Suh et al.

Educational Research Report No. 83

KEDI, 1979, P. 180, Korean

Des. – Compulsory Education of Middle School, Teacher training system, Managerial status of private middle school. Administrative and financial supporting system for education

Ide. –

This study was undertaken as one of the basic studies for the implementation of compulsory education in middle schools. And it's objectives are as follows:

- To survey the status and tendency of several conditions of elementary and middle school education
- To explore on the direction of the improvement of those conditions in connection with compulsory education in middle schools
- To prepare the guiding principles for the improvement of several educational systems in accordance with the extension of compulsory education to the middle school

After the analysis of the current status of elementary and middle schools, we gathered the following results.

- As a basic step of education, there is no proper coherence between the elementary school education and the middle school education.
- The compulsory education in primary schools is not in a good learning environment due to over-sized school, and over-crowded classroom. Also, the supply of teachers is insufficient and the work condition in schools is unsatisfactory.
- The number of schools in the rural or fishing areas and remote places is too small and the advancement rate of gradutes from these shools is very low.
- The biggest problem is to establish measures for the private middle school education when compulsory education is extended to the middle schools.

Therefore, for the fixation of compulsory education in middle school, we suggest the following measures.

6 Compulsory education in middle schools ought

to be carried out gradually.

- The present educational system ought to be preserved as it is with the exception of establishing a 9 year national basic education system through multifarious management skills.
- The private middle schools themselves ought to construct a disirable management system from the selective utilization of the current school management system.
- The completion of elementary compulsory education ought to precede that of middle school compulsory education
- Elementary school curriculum ought to direct toward the integration and diminution of school subjects, to focus on the improvement of student's basic academic ability and on the nourishment of their high spiritual functions.

The implementation of the middle school compulsory education will demand the effectiveness of administrative support and the increase of finanical aids.

KER. 000084

Report on the Small-Scale Tryout for the First grade Instructional Materials Development

Moon Tae Park et al.

Educational Research Report No. 84

KEDI, 1979, P. 113, Korean

Des. – Small-scale tryout for the 1st grade of primary school, Guiding principles of the implementation of program for the 1st grade, Program for the improvement of basic learning skill, Intellectual development

Ide. –

This study, as a part of the educational development projects for elementary and middle schools, aims to develop programs which will help children in the 1st grade of the primary school to adapt themselves to the school environment and to increase the effectiveness of their learning. We analyzed the characteristics of first grade children to explore the principles for their guidance. In addition, we organized four kinds of programs on the basis of the following principles:

- orientation program
- programs for the promotion of basic learning ability
- programs for 'Korea'
- programs for mathematics

We tried out these programs in 12 classes of demonstration schools after a week had passed from children's admission into each school. As the purpose of this study was to collect credible materials through field check, the methods of this study were not through the uses of statistics but through interviews with and observations of the researchers. They seemed to participate more willingly than the previous ones. In the new learning program, guidances both for each child and for slow-learners proved to be easier than before.

- In the matter of children's adaptation to the school environment, no remarkable differences were noted between now and bofore
- Those textbooks and teacher's guides, which were developed by KEDI, were effectively utilized in the transmission of the educational curriculum

KER. 000085

Basic Study for the Improvement of Agricultural High School Curriculum

Sang Man Kwag et al.

Educational Research Report No. 85

KEDI, 1979, P. 156, Korean

Des. – Agricultural high school, Agriculture education abroad. Agricultural development, agriculture education in Korea

Ide. – Republic of China, Denmark, Ichon agricultural high school

Current agricultural high school curriculum has contributed much to the fixation of agricultural education in Korea and to the advanced department education. However, it became inevitable to re-organize the agricultural curriculum because the conditions and the structure of the rural village education have greatly changed after the emergence of a highly industrialized society in Korea. An intensive major education is necessary to keep up with the new conditions which resulted from the decrease of agricultural population in rural areas. Therefore, this study aims to produce a curriculum which will provide graduates from agricultural schools with a firm faith in the agricultural occupation and with sufficent agricultral skills.

The determinants of the effects of agricultural education are teacher-student relations, educational facilities and finance, and the social contexts of agriculture. Regardless of the above factors, the implementation of the original purpose of agricultural education is most important in accordance with the re-organization of a new educational curriculum. This study will be in accordance with the results of the application test. However, the results of basic research for the exploration of policy direction will be included in this study report. It also includes a tentative proposal for the agricultural high school curriculum as an appendix. For the purpose of this study, the actual status of agricultural education in foreign countries is suggested in the process of this study. The relation between the long-term prospects for agricultural development and agricultural education were analyzed from various angles.

In addition, measures to examine, analyze and improve the agricultural high school curriculum were concretely clarified. On the basis of the research results, 10 types of suggestions are made for the improvement of agricultural high school curriculum.

KER. 000086

Preliminary Study on Basic Learning Skills of Kindergarten children (I)

Sung Il Kim et al.

Educational Research Report No. 86

KEDI, 1979, P. 35, Korean

Des. – Kindergarten children, Learning Readiness, Basic Learning Skills, Effects of Kindergarten education

Ide. –

In this study, basic learning ability was defined as the synthesis of the student's 5 kinds of abilities. And then, investigation was made according to this idea. Also, materials were collected from 419 kindergarten children and 58 non-kindergarten children acorss the country. And on the basis of these materials, the effects of kindergarten education and the general aspects of kindergarten education were analyzed and kindergarten education at home and abroad were compared. Though comparison was given after only 2 months of kindergarten education the degree of basic learning skills of kindergarten children was higher than that of non-kindergarten children. This result proved the necessity of kindergarten education. But some considerations about how to improve the kindergarten education in the future should be followed.

The survey of foreign materials showed that Korean children acquired the concept of number faster than the foreign children. But in matters related with their own personal problems, the kindergarten children were inferior to the non-kindergarten children.

And in the personal matters, Korean children were found to be slower than the children abroad.

KER. 000087

The Education of the Gifted Children – Research and Practice

Yung Dug Lee et al.

Research Report No. 87

KEDI, 1979, P. 172, Korean

Des. – Education of the Gifted Children, Humanistic Psychology, Researches on the Gifted Children, Development Project for the Gifted Children in Mathematics, the Status of the Education of Gifted Children in America

Ide. – Terman, Binet

It is known that the education of gifted children plays a leading role in the solution of difficult problems which modern mankind is faced with.

It also contributes to the future prosperity of human being. However, the necessity of the research on the education of gifted children is not deeply felt yet in Korea.

Therefore, this study, considering the importance of the education of gifted children, aims to explore the theoretical basis for the education of gifted children.

This study was conducted not only to expedite researches on the education of talented children but also to provide necessary basic materials for its implementation.

For the purpose, we introduced current research trends and the status of practices for the education of gifted children in U.S.A.

In other words, this study aims to provide basic

materials for the education of gifted children through a literature review. The progress of this study is as follows. In the 1st chapter, this study deals with the background of the researches on children. In addition, the achievement of humanistic phychology and Mr. Terman's and his followers's achievement were also dealt with in this study. The second chapter deals with cases of research on the education of gifted children, that is, the case study on the characteristics of each individual child and on the practices of genius education.

The 3rd chapter deals with the intellectual and affective qualities of gifted children who possess creative talents in the mathematics and science.

The 4th chapter suggests the contents of development projects for the genius in mathematics and case study on the education of talented boys in mathematics.

Finally the 5th chapter deals with the current status of American education for the gifted children.

KER. 000088

Korean Language Development Research – Syntactic (1)

Yun Sup Lee et al.

Research Report No. 88

KEDI, 1979, P. 70, Korean

Des. – Korean Children, Linguistic Structure of Korean, Linguistic Development of Preschool Children, The Tendency of Researches on Language Development

Ide. –

Human development is generally divided into physical development, emotional-social development, intellectual development and language development. Among these aspects, the language development is closely interwoven with others and makes an important aspect that makes a human being distinguished from other animals.

This study deals with the language development of preschooling period when language development is most active. In this study, which will be performed chronologically, we study children's pronunciation, syntax and concept development through the analysis of voluntary language by children from 0 to 6 years old. Especially, we shall pay attention to the syntactic development of children from 3 to 6 years old. We shall describe the procedures that Koreans' syntactic development pursues.

The results of this research are as follows.

- Average sentence length grows from 3 words to 5 words between 3 and 5 years old.
- The average rate of each speech's appearance is in sequence and shows similar rate in the subject groups.
- Active sentences appear to be more difficult than passive sentences, and 5 kinds of passive sentences appear for children over 5 years old.
- When a child is under 5 years old, he confuses a passive sentence with an active sentence. In the passive structure, he uses syntactic sentences frequently, and in the active structure, he uses phonological active sentences frequently.

Our study on the uses of negative words according to age reveals that the voluntary negation by 'un' or 'in' is used more than compelling negation by 'not'. About the particle of connecting suffix, duplicate form is 93.2% at 3 years of age. But it becomes 20% at 5 years of age. In addition, the cause suffix and the opposition suffix increase rapidly at age 5. This seems to show the development of children's imagination. Korean children use the indirect narration rather than the direct narration.

KER. 000089

A Study on the Improvement of Foreign Language Teaching (111)

Un Hyo Chang et al.

Educational Research Report No. 89

KEDI, 1979, P. 124, Korean

Des. – Methods of Foreign Language Teaching, Foreign Language Educational Curriculum, English Educational Curriculum, French Educational Curriculum, German Educational Curriculum

Ide. –

The purposes of this research are to find the problems in high school foreign language education and to suggest solutions to those problems.

For these purposes, this study was carried out in two steps:

The first step is to evaluate the aims of foreign language curriculums. The second step is to assess

the content of the textbooks in terms of the established aims of the curriculum.

In order to evaluate the aim of foreign language cirriculum, a literature review is mainly used and, if necessary, supplemented by consultants.

In order to examine the content of the textbooks, a content analysis is used. The textbooks were examined in a four dimension analytical frame: i,e., vocabulary, grammar, authenticity of language, and cultural content.

The analyzed materials are the Middle School English and senior high school French and German textbooks. The senior high school English textbooks are excepted, because the purpose of this study is to find problems in beginning level programs.

As a result of the analysis, the findings and suggestions are:

First, the aims of foreign language programs appropriatly represented the goals of language learning and teaching in school. That is, the aims regarded the learner as a living human being and emphasized the use of basic language for real communication.

Second, the volumes of vocabulary within each textbook seem to be burdensome for the students. For example, an English textbook included a vocabulary of more than ten percent larger than that suggested by the Korean Ministry of Education. Forty six percent of a French textbook's words were not found in "Le Francais Fondamental ler degre", and thirty seven percent of a German textbook's words were not in "Zertifikat Deutsche als Frendsprachts."

Third, more than fifty percent of the English grammar suggested in the curriculum was not middle school level grammar when compared with Finnochiaro's grammar level. All sample textbooks presented a grammar-centered structure and the lesson plan for teachers was based only on the grammar-translation method.

Forth, the language, specifically the dialogues used in the textbooks, was not confined to a standard living language. It failed not only to meet the requirements of naturalness but also failed to relate to the learner's age, level and interest.

Lastly, the cultural content emphasizing the knowledge of Korean history and cultural tradition did not seem to be suited to the purpose of language learning at an introductory level.

It was suggested that about fifty percent of grammar inventory should be reduced, and more consideration and research should be given to present the context and situation appropriate to the age, level and interest of students.

KER. 000090

A Survey Study on Instruction Radio Broadcasting

Myung Ja Nam et al.

Educational Research Report No. 90

KEDI, 1979, p. 103, Korean

Des. – Radio School Broadcasting, Informational Currency Process, Broadcasting Lessons

Ide. –

This study was conducted to help teachers in the field schools with the utilization of the radio school broadcasting system.

This study mainly dealt with the information currency process of the radio school broadcast and the aspects of utilization.

The objectives of this study are as follows:

- To explore on the present status of various facilities which enable the listeners to utilize the radio school broadcasting system.
- To identify the problems in the utilization of the radio school broadcasting.
- To collect basic materials for the exploration on the measures to increase the chances for the utilization of radio school broadcasting. The procedures of this research include the questionaire survey on the status of audiovisual and the other broadcasting facilities, the field research, and the organization of the National Counsel for the Exploration on the measures to increase the chances for the utilization of the radio school broadcasting.

However, the consideration of current broadcasting facilities for radio schools revealed that it is much too difficult to apply the radio school broadcasting system to each class. In addition, relay stations are needed in hard-of-hearing regions for the radio school broadcasting. After the survey of current radio school broadcasting from various points of view, we found out the following tasks in the development of radio school broadcasting:

- It is needed to prepare a unified system of information currency processes.

- It is needed to strengthen the feedback system in the field
- It is needed to study instructional methods systematically and to develop desirable models of broadcasting lessons on the basis of those studies.

KER. 000091

International Comparative Study on Curriculum

Un Hyo Chang et al.

Educational Research Report No. 91

KEDI, 1979, p. 321, Korean

Des. – International Comparison of Curriculum, Comprehensive Background of Education, Educational Objectives

Ide. – United States, England, Sweden, Malaysia

Nowadays the interdependence is increasing among nations. The execution of long-time educational plans also make exchanges of views of comparative education possible. So, for the improvement of the native educational system, not only the correct judgment of actual status but also the discovery of criteria and directions for improvement on the basis of comparative educational research is now accepted as the general methods of approach.

This study is performed for the following research aims.

- To collect and analyze comprehensive materials on educational aims, on the development and correction of curriculums, on school programs, on textbook development, and on teacher training in major countries.
- To present materials for the development of the curriculum and a textbook in elementary, middle, and high schools, and for drawing up a tentative plan of the curriculum.
- To contribute to the systematization of the international comparative educational study and to the increase of international exchange of learnings.

Research methods utilized include: a booklet research, the information collection through a questionaire and a comparative research by or comprehensive analysis. In this study, we want to include extensively elements related to the development and the operation of a curriculum. Thus, we divide the elements of research into 8 areas and then materialize these into the smaller items. Under this scheme, we have studied 8 areas of elementary and middle school levels. Resulting divisions are as follows.

- To describe educational backgrounds with emphasis on the basic school system and the compulsory education in general circumstances
- To evaluate general educational aims, school educational aims, elementary educational aims and secondary educational aims
- The curriculum development and its revision, an institution for curriculum development, the procedures of curriculum development, the supply of new curriculum and the evaluation of curriculum
- The procedures of a textbook development, selection and usage
- Teaching-learning materials and educational broadcasting
- Subject matters and class allotments
- School programs
- Problems of the teacher

The limits of this study are as follows. At first we excluded the analysis of backgrounds that may influence educational status in each nation directly or indirectly. Secondly, we confined ourselves to the horizontal comparison among educational phenomena in each nation related with curriculums in general.

KER. 000092

The Role of Education in Socio-Political Development

Jong Bok Kim et al.

Educational Research Report No. 92

KEDI, 1979, p. 310, Korean

Des. – Socio-Political Development, Analysis of Educational Role, Formation of Modern Nation, Construction of Welfare Country

Ide. – England, France, Denmark, Israel

This study aims to select the basic criteria to establish the educational and developmental objectives. It is to study the role of education as it contributes toward the foundation of a welfare state through the analysis of the processes of modern state foundation in developed countries, and of its

development. Concrete aims are as follows.

- to make a theoretical model as a basis to compare political or social development of nations and the role of education to such development pragmatically.
- according to this model, we analyzed the process of modern state foundation formations in development and of the role of education pragmatically.
- We aim to present primary materials to determine Korean educational objectives through the analysis of the role of education related with the process of development in developed countries.

This study consists of three parts.

1) to build a theoretical model for political or social development and an analytical model for the role of education, 2) the analysis of the role of education in developed countries according to the analytical model, 3) the collection of analytical cases and a presentation for the development of Korean education.

The development of argument is like this. We analyzed the foundations of modern states and the processes of their developments in six countries (England, France, Denmark, U.S.A., Japan, and Israel). We studied how education contributes to political or social development through this process. We studied the following.

- How education contributes to each national history and to cultural or traditional peculiarities.
- What influence the national growth has on the educational system. Furthermore, to show mutual interactions between education and various types of social systems and their subtle relationships. In addition, we want to present primary materials to determine Korean educational aims on the basis of the analysis of the role of education in the process of development in developed countries.

KER. 000093

Research on Foreign Language Teacher Preparation and Training Programs

Keuk Bum Shin et al.

Educational Research Report No. 93

KEDI, 1970, p. 50, Korean

Des. – Methods of Foreign Language Teaching, Institute for the Training of Foreign Language Teacher, Foreign Language Instruction, Ideal Foreign Language Teacher

Ide. –

The purpose of this study is to identify the problems in teacher preparation and training programs by analyzing the curriculum of the pre-service and the in-service training institutes.

To identify the problems, we analyzed the curricula both of the pre-service training institutes which are usually operated in the foreign language and literature departments and the foreign language education departments and of the in-service training programs which are for general ability improvement and for higher quality of foreign language teachers.

In the pre-service training institutes, the main problem is the inadequacy of the progrmas to have the students acquire the professional abilities as foreign language teachers.

More specifically (1) the courses for developing foreign language proficiency are not enough to meet the students' demand; (2) the courses for developing teaching skills by practice are less emphasized than the courses for the theories and informations on teaching; (3) the courses for foreign language teaching which requires both abilities of teaching and foreign language are lacking; (4) the professors who majored in foreign language teaching are too rare to supply the foreign language teaching course; (5) audio-visual facilities and language laboratories are not available for most of the students; and (6) the system for all-around evaluation of student's foreign language proficiency and teaching competence is absent.

In the in-service training institute, the main problem is the ineffective operation of the training programs.

More specifically: (1) as for the contents of the curriculum, only the programs for English teacher's higher certificate awarding are not appropriate to develop the professional abilities through deepening and widening knowledges and skills; (2) as for the operation, the opportunities are not sufficient for many teachers to participate; the time is not convenient; the length of a program is usually too long for effective training; and the conditions for trainee selection are inappropriate and inconvenient; and (3) as for the evaluation systems, most of the programs

do not employ follow-up evaluation, so it is easy for teachers not to apply the knowledges and skills to their teaching in their classrooms.

KER. 000094

Korean Language Development Research-Phonological (1)

Kyung An Kwon et al.

Educational Research Report No. 94

KEDI, 1979, p. 113, Korean

Des. – Language Development, Phonological Development

Ide. –

This study was designed to investigate the phonological development of Korean Consonants among 33 young children, aged from 3:0 to 6:0.

Spontaneous speeches were tape-recorded in a variety of natural settings. Naming tasks with different kinds of consonant combinations were constructed and individually administered. All responses were also tape-recorded. Three specially-trained M.A. students were involved for transcription and data-analysis. The results showed 35 hypothetical rules of substitution among the young children's consonant development.

Some of the major findings were as follows:

- Before the age of 3, /m/, /p/ series, /t/ series, /k/ series, /n/, /g/, and /h/ were likely to be acquired.
- In-between the age of 3 and 5:6, /c/ series, /s/ series and /l/ appeared to be acquired sequentially. /c/ series appeared around the age of 4, /s/ series around the age of 5 and /l/ about the age of 5:6.
- /l/ can be divided into [l] and [r] depending upon phonetic environments. [l] appeared to be acquired earlier than [r]. [l] was observed to appear around the age of 3.
- Numerous consonant substitution rules were derived in the acquisition of /c/ series, /s/ series and /l/.

More detailed English version of the present research will be available later on.

KER. 000095

An Analysis of the Social Demands of Educational Goals in Korea

Jong Bok Kim et al.

Educational Research Report No. 95

KEDI, 1979, p. 227, Korean

Des. – Objectives of School Education, Analysis of Social Demands

Ide. –

The learned men are expected to have a certain personality and a behavioral characteristic. These are regarded as important and cordingly encouraged in school, home, and society. Thus, this study aims to show to what degree these are encouraged. In order to solve these problems, we try to know, at first, present requirements at school, home, and society. This study aims to show the following things concretely.

- What are the human characteristics that should be established as the aims of school education when we realize the importance of educational objectives?
- When we try to materialize educational objectives into school education, what virtues are treated in schools?
- What virtue agreement between ideal and reality is high and what virtue disagreement is high when the importance of educational objectives and practices of school education are compared?
- We want to investigate the support of domestic education for such educational objectives.
- What is the actual requirement level for the social stimulation of educational objectives?
- In comparison among the practices of school education, the domestic support, and the social stimulation, what is the agreement of expectation between school and home or school and society about the human characteristics that the learned men should have?

The subjects of this research are nation-wide parents and teachers and particular inquirers are the upper class men in society. As the research method, we used a questionaire, which is composed in accordance with research objectives and contents. For this, we collected previous studies and experts' opinions about school education. These data are then analyzed.

Essential suggestions that were proposed are as follows. The educational objective should be grasped not as the ultimate product for one desirable characteristic but as an on-going process. The system

of educational objectives should be built in order to realize educational objectives effectively.

KER. 000096

A Report on the Development and Application of the Complementary Learning Materials for Slow Learners

Jae Ho Hong et al.

Educational Research Report No. 96

KEDI, 1979, p. 109, Korean

Des. – Slow Learning, Complementary Learning Materials, Measures for the Guidance of Slow Learners

Ide. – Choong Joo Middle School, Joong Il Middle School

The purpose of this study is to verify the effectiveness of the complementary learning materials developed for helping slow learners, to grasp the problems with these materials, and to modify the materials upon the findings.

The central theme of this research pertains to the following questions:

a. Is it effective to utilize the complementary learning materials in enhancing students' achievements?
b. What meaningful changes in learning attitudes for the subjects are brought forth by utilizing the complementary learning materials?
c. What are the problems in utilizing these materials?
   - What kind of problems are there in complementary learning materials?
   - What are the difficulties in utilizing the complementary learning materials?

The following are the procedures taken in undertaking the study:

d. The subjects of this study were 240 students among the first graders in Chungju middle school and Chungil middle school in the city of Chungju, Chung Chung Book Do. The Students were in the bottom third in their school in achievements and in IQ scores.
e. In each school, 2 classes, 60 students are formed by dividing paired students with similar grades and IQ level.
f. Test forms used to measure and evaluate are as follows.
   - For pre and post trial testing of Korean language, English, Mathematics and Science, each curriculum study room produced the achievement test forms of eight kinds.
   - A learning attitude test with reliability coefficient of 0.85 was produced by a researcher.
   - To study the home environment, a standardized test developed by the Korean Testing Center, with reliability coefficient being 0.85 was used. The reliability coefficient of learning habit test was 0.92.
   - The Researchers prepared questionaires for teachers with 12 items and for students with 13 items.
g. The raw scores for the achievement test and the attitude test were used to verify the significance of difference between the trial class and the control class by using the standard score for the home environment and the raw scores for the learning habit tests.

The study results obtained from the above are as follows:

a. The difference in students' achievement results was significant between the trial class, which used the complementary learning materials, and the control class which did not use them.
b. There were no significant changes in the learning attitude, after the complementary learning materials were used for two months.
c. No major problem of difficulties were found in the contents of the complementary learning materials nor in utilizing them.

The above results validate the effectiveness of KEDI's complementary learning materials for slow learners as self-study materials in improving the achievement of slow learners or as a complementary teaching materials for the teachers. Although some problems in the vocabularies, contents, and volume of the complementary learning materials are found, they will be corrected and modified in the process of material development.

KER. 000097

A Foundational Study on the Educational Improvement on the Middle School Level

Suk Woo Chang et al.

Educational Research Report No. 97

KEDI, 1979, p. 173, Korean

Des. – Improvement of Middle School Education, Improvement of School Management System, Improvement of Teaching-Learning Methods, Innovations in Instructional System

Ide. –

After the abolition of the middle school entrance examination, we have paid attention to the equalization of middle schools but little attention to the qualitative growth. Thus, various conditions that determine the qualitative level of secondary education become problems.

The followings are the aims of this study:

- to procure primary materials for the development of secondary education through the analysis of actual status and problems in secondary education.
- to define the basic characteristics of secondary education related with the implementation of the middle school compulsory education and to build the improvement directions of secondary education and the aims to accomplish them.
- to build the strategy needed for the development of secondary education.

This study consists of two parts. In part one, we analyzed the actual status of secondary education from various angles and sought directions for improvement. In part two, we sought concrete directions with emphasis on the instructional system, the school administrative system, and the guidance system. We took a literature reveiw, a conference, and a seminar as the methods used in this research.

The limits of this study are as follows. Though this study is performed by considering the implementation of the middle school compulsory education in the beginning of the eighties and the reorganization of the middle school curriculum, its main concern lies in finding the strategy for improving the practice of compulsory education and seeking directions directly related with the reorganization of the curriculum.

This study presents the following.

- Among many reform measures pointed out in this research, such measures as the abolition of over-crowded classes or schools, the expansion of the educational facilities, textbooks, and equipments, the securing of qualified teachers, the qualitative growth of in-service teachers, the efficiency of supervisory system, and the expansion of educational investment should be included in the compulsory education policies.
- In order to raise the efficiency of secondary education, the normalization of primary education should be preceded.
- National tendency toward increased educational investment is necessary.

KER. 000098

Report on the Tryouts for Middle School English Teaching Model

Maeng Sung Lee et al.

Educational Research Report No. 98

KEDI, 1979, p. 115, Korean

Des. – Studies on the Small-Scale Tryout of English Teaching, Measures for the Improvement of English Teaching, Development of Instructional Models of English Teaching

Ide. –

This study aims to present ways for improving English classes in middle schools and to develop the supplementary materials. The present English education do not accomplish the effects in proportion to the time and efforts invested for the goals that English curriculum in middle schools (The Ministry of Education) and the society expect.

The reasons why the English education in middle schools doesn't accomplish its aims are as follows: The problem related to the teacher's instructional method which puts emphasis only on the comprehension of given contents and on mostly recognition; the problem of the lack and the limitation of educational materials, the problem related to the teachers' quality; the instructional class-size and educational motivation; the problem related to the students' learning motivation and the problem related to the learning environment.

This study includes the foundation of instructional model for current English textbooks in middle schools, the development of the detailed instructional process for the first year class and accordingly of supplementary materials. We adopted following research methods: A literature review that examines domestic and foreign studies on English education; a class inspection; a conference with field teacher.

The Instructional model and materials developed according to the result of this research are as follows: The foundation of English instructional model in middle schools; the detailed instructional guidebook about current English textbook I-1 (13 chapters) and I-2 (9 chapters) in middle schools (can be attachments); the hearing test materials needed in the instructional guidebook (included in the independent volume of the instructional guidebook); the assignment materials for students needed in the instructional guidebook; recording-tape or visual materials and 6 VTR scripts.

The results expected from this research are as follows:

- To make possible the efficient English learning in middle schools
- To nationally standardize the classroom instruction to deal with the qualitative differences among teachers.
- To lessen the burden of teacher's preparation for teaching.

KER. 000099

Report on the Tryouts for High School French Teaching Model

Won Gyo Oh et al.

Educational Research Report No. 99

KEDI, 1979, p. 72, Korean

Des. – Small-Scale Tryouts for French Teaching, Model Development of French Teaching

Ide. – Attached High School to Kyung Book Teacher's College

Current foreign language education puts emphasis only on comprehension, so such parts as hearing and speaking are far from being accomplished. In view of this problem, it is necessary to improve all parts of French learning which include hearing and speaking in the current curriculum and textbook. This study aims at the development of an instructional model, the archetypal development of instructional materials and its small scale tryout as the primary task to operate high school French education efficiently.

Research procedures are as follows. To develop a stratagem for the efficiency of instruction, and to develop an instructional model through the analysis of the instructional process, psychological learning and supplementary learning through diagnosis and formation evaluation are introduced into the instructional system. In addition to the instructional activity as the primary step of that system, audio-visual supplements are used for the improvement of 4 parts in language learning. As instructional materials, recording tapes of textbooks, and VTR scripts are introduced. For students, questions are introduced. And, for teachers, an instructional guidebook, a booklet or basic sentences, and pictures are introduced.

The effects of the small scale tryout, based on the instructional guidebook, were enormous for the teachers, the students and the school. Its result are as follows. Teachers do not use Korean but instead use various instructional media (record, draft, picture, real objects) from hearing to speaking. And, they make students speak French for themselves, to ensure that students' learning motives be from their own wills. This method is efficient especially for hearing and speaking. In addition, the teachers' burden is decreased. Students can understand more easily than before and have more interests in class. This kind of changes cause the school to have some difficulties. Additional facilities and finances should be supplied. Also, the operation of the school becomes more complicated.

KER. 000100

Report on the Tryouts for High School German Teaching Model

Dong Sup Cho et al.

Educational Research Report No. 100

KEDI, 1979, p. 168, Korean

Des. – Small-Scale Tryouts for German Teaching, Development of Instructional Model for German Teaching, Probrems in Foreign Language Teaching

Ide. – Mok Po High School, Attached High School to Chun Nam Teacher's College

German education is the tardiest in foreign language education. In language education. expecially in foreign language education, more classroom education without the contact with real life settings is inefficient. This study aims to improve German education in high schools by uses of new methods in accordance with national policy that aims to

provide active foreign language education.

The contents of the research are divided into three parts. They are the development of an instructional model, the material development and the operation of the model instruction. The Model instructions began after the instructional model and materials developed are introduced into the 1st grade male students in attached high school to Jeon Nam Univ. and Mockpo high school.

The evaluations and suggestions on the practice of the instructional model are as follows: Use the model instruction after the instructional model is proven somewhat successful. The effects of German instruction in German are manifested at the end of experiment. So, simple German conversation becomes possible. Because a German textbook is made after the English textbook its quantity is large. In-service teacher training is necessary, however short. It is desirable to abolish a selfteaching manual of a textbook through policy. It is necessary to build the learning aims in high schools. For example, if a student studies German in a high school, it should be equivalent to the completion of the introductory level at the German Cultural Center.

Develop materials after the objectives are set. Central supply of educational supplementary materials is needed. Certain learning motive is necessary for the improvement of second foreign language education in high school. (an item of a preliminary examination for entrance examination, or an item of university entrance examination.)

KER. 000101

An Analysis of the Current School System based on the Frame of Reference for Evaluation of Education System

Tae Bum Chung et al.

Educational Research Report No. 101

KEDI, 1979, P. 345, Korean

Des. – Criterion Model for the Analysis of Educational System, Analysis of Current Educational System, Theories of the Analysis of Educational System, Utilization of Educational Resources.

It is necessary to examine the relevancy of the current school system in order to develop adults with ability to adapt to the future society and to help the individual with self-realization at the transitional time moving toward a highly industrialized society. This study aims to develop a reference model to evaluate the current school system and to prepare reform measures through the analysis of the current system based on the reference model.

The research contents are as follows.

- to analyze the process through which the current system changes, and is settled.
- to develop a reference model in order to evaluate the relevancy of the current system.
- to analyze the organization and the operation of the current system based on the reference model.
- to compare foreign school systems with ours.
- to prepare reform measures for the development of the school system against the problems derived from the analysis of the current system.

The research methods are as follows.

- to analyze the process through which the current school system is settled by a literature review, to develop a reference model for the evaluation of the school system, and to analyze the organization and operation of the current system.
- to identify the organization of Korean education and problems in operation through seminar and conference.
- to set the criteria of the reference model through interviews and field research. Some of the research results are as follows. Korean system is a democratic school system which is characterized as simple, and its 6-3-3-4 step is universal for an international comparison. When compared with that of developed countries, our system needs the following things. The compulsory education should be performed during the first years of schooling in order to make basic education faithful. The 3 years of high school education should be performed with variety but with universality. Higher education should be given to more students for the development of an industrial society. For early intellectual education, early childhood education should be given to more children with universality, and out of school education for life-long education should be established. Current school system is analyzed into 4 parts:

- the preparation for educational conditions
- the relevancy of curriculum operation.
- the efficiency of applying educational sources
- the productivity of education.

This study presents the following results.

- A system should be made in order to evaluate the social relevancy and fitness of the educational system or school system.
- structural facilities that enable comprehensive researches which evaluate the achievements of school, social relevancy and its fitness should be developed.
- In view of educational policies, the expansion of educational opportunity is inevitable upon the current social trends. The expansion of early childhood education, compulsory education for 9 years including primary education and former half of the secondary education, the universalization of the second half of the secondary education, the reorganization of higher education and the systematization of social education should be driven with patience in our educational system.

KER. 000102

The Expansion of Opportunities for Higher Education and Quality Control

Chung Il Yun et al.

Educational Research Report No. 102

KEDI, 1979, P. 449, Korean

Des. – Higher Education, Quality Control of Higher Education, Expansion of Opportunities for Higher Education.

Ide. –

1. The Purpose of Study

The Government of the Republic of Korea has been actively engaged in the national development efforts over the past two decades and has made many accomplishments especially in the economic area. As the result, the industrial and occupational structures have been changed into highly sophisticated ones. The national standard of living also has been upgraded. In the process of these changes, higher education has been the most influential agent. Higher education itself has also developed, particularly in terms of the quantitative aspect. Now, the Ministry of Education is endeavoring to expediate its qualitative development.

The expansion of opportunities might be meaningless unless taking into account the quality of higher education. Therefore, it is necessary to prepare and develop some practical policy measures for quality control as well as for the expansion of opportunities for higher educaion.

2. The Contents of Study

Presently there are four types of higher education institutions in Korea, i.e., teacher's colleges, junior technical colleges, colleges and universities, and graduate schools. This study deals with all of these higher education institutions. The main contents of this study are:

- The expansion of opportunities for higher education
- Quality control measures for higher education
- Financial plan for higher education

3. Research Methods

Some principal research methods are used in this study.

4. Findings

The followings are the major findings of this study:

a. The expansion of educational opportunities for higher education

In order to develop a concrete plan for the expansion of opportunities for higher education, manpower demand approach was adopted in this study.

Additional requirements for high level manpower were compared with the present supply capacity of higher education institutions based on the freshmen quota in 1979. These variables, i.e., the graduation rates of freshmen, the military service rates and the employment rates of graduates were considered in the process of calculating the present supply capacity of higher education.

b. Quality Control in higher education

Future prospects of higher education in Korea are supposed to be as follows:

First, according to the large scale expansion of opportunities for higher education, higher education is supposed to be deteriorated in its qualitative aspects.

Second, the popularization of higher education

would be accompanied by the heterogeneity and diversity of the college student population in academic capability, socio-economic status, and so on.

Third, it is also expected that they will lay stress on the productivity and accountability of higher education more heavily.

Fourth, the international competition of higher education in its excellence of quality will be more intense than ever before.

Prospecting the future of higher education in Korea, following policy directions and some measures for quality control in higher education were identified in the direction of coping with the above expected tasks.

- Operating rigid evaluation systems for admission and graduation
- Improving the quality of faculties
- Re-organizing curriculums
- Improving the management of administration and finance
- Developing cooperation systems within higher education institutions, and among industries, research institutes, and colleges.

c. Financial Plan for Higher Education

The finance of higher education has been run on a small scale, and unbalanced in its distribution of educational expenses among each type of higher education institutions. Students, who are the beneficiaries, have borne too large amount of educational expenses, and the tuition and fees have been relatively different in its amount between the private higher education institutions and the national-public ones. The outlay structure of educational expenses has also been unbalanced. And the expenses for the improvement of faculties' working conditions have been very poor.

In the direction of solving the above problems, financial plan for higher education was developed.

With the above prospects of educational finance in higher education, several practical measures for securing educational finance were identified.

4. Recommendations

- The freshmen quota of higher education institutions should be adjusted and increased fully by major field according to the prospective structures of labour market and social demands for them.
- In allocating the freshmen quota, higher priority should be given to provincial higher education institutions and to public-national ones.
- Industry-research institute-college cooperation systems should be developed and strengthened to make the utmost use of educational resources (personnel, information, and material resources).
- To improve the quality of higher education, rigid evaluation systems for admission and graduation should be operated.
- Some measures for lessening student's burden on educational expenses and special funds for supporting private higher education institutions should be set up. For the purpose of securing resources for educational expenses, a new education tax should be established.

KER. 000103

Academic Staff Training and Retaining Policies for Higher Education

Moo Sup Kang et al.

Educational Research Report No. 103

KEDI, 1979, P. 243, Korean

Des. – Measures for the Training of Academic Staffs, Measures for the Securement of Academic Staffs, Incentive System, System Model for the Incentive to Teaching Profession, Prospects for the Supply of Teachers

Ide. –

Owing to the great economic growth during the past decades, Korea has developed considerably in many fields. If the present rate of economic growth be sustained, our society will be highly industrialized in the near future. Accordingly, a remarkable increase in the supply of highly educated manpower, which will play an important role in the economic development, is expected.

The increasing demand for highly educated manpower will also lead to the expansion of opportunity for higher education, and consequently the demands for academic staff in higher education will be increased. The quantitative change in higher education, however, will affect the development of higher education and its quantity.

An immediate task with which higher education confronts seems to be the recruiting and training

of academic staff. It is the basic purpose of this study to establish long- and short-term policy measures for retaining and training academic staff.

To accomplish the objectives of this study effectively, a steering committee was organized. It consisted of specialists in higher education, scholars in other academic fields, and related administrators of the Ministry of Education.

Some important findings are made through this study, and the recommendations drawn from the findings of this study are as follows:

- To meet the expansion of opportunity for higher education, and to prevent the lowering of its quality, the present shortage of academic staff should be supplemented as soon as possible.
- From the long-term point of view, the staff training function of graduate schools should be strengthened. And, it is desirable to approve some capable research institutes as the degree-granting institutes.
- The opportunities for studying abroad at the government expenses, especially for the students working in the strategical academic fields for national development, should be expanded to train and recruit excellent academic staff.

KER. 000104
Keuk Bum Shin et al.
Educational Research Report No. 104
KEDI, 1979, P. 83, Korean
Des. – Method of Foreign Language Teaching, Students' learning methods and their attitudes, Achievement of students' learning
Ide. –

This study aims to present primary materials to improve the method of foreign language teaching in the future by identifying the problems in the foreign language education. This study investigates the following.

- curriculum operation
- teachers' actual status, students' learning methods and their attitudes
- the accomplishment of learning objectives, the actual status of educational materials and their application.

The results of the investigation are as follows. Though English instruction is given for more than 5 hours a week (including the supplementary class), curriculum objectives can not be said to be accomplished efficiently due to the teachers' work loads. In addition, because there is no sufficient opportunity to receive a supervisory guidance or training to improve the curriculum, efforts should be run for the use of scientific approaches toward the normal operation of the curriculum. On the other hand, instruction for hearing and speaking is virtually not given in school education. Even if it is given, it is doubtful whether it has positive effects or not. Almost all students feel the necessity of English learning and put emphasis on it. But 12.5% of the students say that they do not understand English instruction completely, and only 41% of the students understand more than 70%. About the students' attitude on private tutoring, more than 70% of the students feel the necessity of private tutoring, but in reality, only 10.7% of the students receive private tutoring. The achievement of students' learning is 50%, but higher the student's school year, lower the achievement.

KER. 000105
Study on the Improvement of Teaching English as A Foreign Language
Keuk Bum Shin et al.
Educational Research Report No. 104
KEDI, 1979, P. 83, Korean
Des. – Methods of Foreign Language Teaching, Status of Foreign Language Teaching, Training of Foreign Language Teachers, Instructional Process Model, Teaching-Learning Materials
Ide. –

The Ministry of Education has reorganized the foreign language curriculum to improve foreign language education and develop a new textbook in 1978. But current problems in foreign language education (especially the lack of teaching materials, the quality of foreign language teachers, the foreign language curriculum and textbooks, and so on) are far from being solved.

Thus, the Ministry of Education initiated a KEDI research to improve the foreign language education for 4 years. The tasks in this research are two-fold. The first of them is to develop teaching-learning

materials to improve the foreign language education.

This study presents the following in view of the actual status of the research and development for materials.

- Educational conditions should be improved.
- Primary research should be performed to re-orgnize curriculum and textbooks.
- Curriculum improvements for teacher training is necessary.
- Various teaching-learning materials should be developed and diffused.

KER. 000106

Study on the Instructional Process Model for Foreign Language Teaching

Maeng Sung Lee et al.

Educational Research Report No. 106

KEDI, 1979, P. 40, Korean

Des. – Instructional Process Model for the Foreign Language Teaching, Objectives of Foreign Language Teaching, Teaching Methods, Theory of Transformational Generative Grammar, Structural Linguistics.

Ide. –

For the improvement of the methods of foreign language teaching, it is necessary to develop better learning and teaching materials, to decrease the number of students in classrooms and to improve various classroom conditions. However, under the present circumstances, it is most urgent to explore the educational curriculum and methods which will bestow maximum effects in the field. Therefore this study was conducted to develop desirable models of the educational curriculum for foreign language teaching both at middle and high school levels. The procedures of this study are as follows:

First of all, we re-examined the educational objectives defined in the foreign language curriculum, and through the literature review, explored on the theoretical problems in foreign language teaching. In addition, we tried to grasp the educational field conditions through open or private interviews with foreign language teachers. On the basis of the above activities, we made several models for the desirable foreign language teaching in Korean schools. The 2nd chapter briefly refers to the conditions which constitute the theoretical background of instructional models. And, the 3rd chapter suggests instructional models for foreign language teaching, and refers to the necessary cautions for the instructional progress.

KER. 000107

Action Plan for the Extension of Compulsory Education

Chung Wha Suh et al.

Educational Research Report No. 107

KEDI, 1979, P. 425, Korean

Des. – Compulsory Education of Middle School, Inter-relation Between Elementary & Middle School Education Curriculum, Teacher Training System, Measures for the Securement of Finances for the Implementation of Compulsory Education.

Ide. –

1. Background

Since 1977 KEDI has conducted the "Extension of Compulsory Education Project" at the request of MOE. During the past three years, basic studies related with this were carried out. They are (1) country-wide surveys (1977), (2) explorations of policy directions and tasks for the extension of the compulsory education in middle schools (1978), (3) setting up the policy directions for the management patterns of private middle schools (1979), and (4) a study on institutional improvement, for the implementation of compulsory education (1979).

2. Purpose of the Study

The purpose of this study is to formulate an action plan for the implementation of compulsory education in middle schools. On the basis of the findings in the previous studies, the objectives of this study are specified.

3. Methodology

In order to accomplish the above objectives, the concrete methodology is adopted.

4. Contents of the Study

Contents of the action plan covers the policy tasks which should be followed by educational executives in action. It contains two major parts: one is described by administrative area and the other is by time sequence.

5. Results of the Study

- The projection of school population

The projection of school populaltion shows a changing pattern which varies with school level.

- The expansion of the accommodational capacities in elementary and middle schools

The necessity of expanding school facilities stems mainly from the increase of students, and the reduction of the class sizes.

Financial support is one of the most important factors which would facilitate the planned extension of compulsory education. Approximately 740 billion won have to be spent every year to support the implementation of middle school compulsory education. But additional expenditure directly required to cover entrance fees and tuitions that will be exempted is about 120 billion won for each year.

- The improvement of related systems

Policy tasks recommended for implementation require changes in various sub-systems, if they are to be supportive of the successful implementation of compulsory education.

The management of private middle schools should be flexible enough to allow rooms for diversification according to the unique needs of schools.

The present teacher education system should be improved prior to the implementation of the compulsory education. Emphasis must also be placed on pre-school education and special education.

- Gradual aproach to implementation

As mentioned already, it is desirable to take a gradual implementation process encompassing preparatory stage (1979-1981), partial implementing stage (1982-1986), and complete implementing stage (1987-1991).

6. Recommendations

On the basis of the research result, we can recommend the following:

- The implementation of compulsory education should be started in 1982 for 20% of total students to begin with, and should be implemented from isolated areas to cities, from low-income class to upper-income class, with 20% increase each year.
- The compulsory education should be experimented in selected rural areas prior to the actual implementation.
- The duration of study in Junior Teachers' Colleges should be extended to four years by 1982 in order to elevate the quality of the elementary school teachers and to keep a smooth balance between the demand and supply of teachers.
- The management patterns of private middle schools should be re-established to meet divergent needs coming from the re-classification of schools into independent schools, sub-divided schools, convertible schools and government controlled schools.
- Education tax system should be institutionalized to secure necessary financial requirements for the improvement of the educational conditions of primary schools and expanding the accommodational capacities of middle schools.

KER. 000108

A Theoretical Basis for Educating the Gifted

Se Ho Shin et al.

Educational Research Report No. 108

KEDI, 1979, P. 178, Korean

Des. – Education of the Gifted, Discrimination of the Gifted, Creative Ability, Educational Program for the Gifted.

Ide. –

This paper aims to report the results of a KEDI research on the education for the gifted children at the request of the Ministry of Education. This study puts emphasis on building the theoretical basis needed for research on the education for the gifted children. This study was made on the assumption that both students who have superior potentials or special difficulties in intellectual aspects can receive special education.

This paper initially deals with the rationale for giving special educational consideration to superior students. The definition of the gifted children and their characteristics are discussed in the second chapter, and the way that discerns the gifted children is treated in the 3rd chapter. In chapter 4, the essence of programs for the gifted children and some operational forms are suggested. And in chapter 5, the indexes in developing the programs are discussed in detail. In chapter 6, the conception of originality and teaching-learning methods to improve originality are suggested. The actual status of the education of the gifted in foreign countries (in U.S.A., France, and Russia) are examined in the 7th chapter.

KER. 000109

A Study on the Development of the New Textbook System in Elementary Schools

Se Ho Shin et al.

Educational Research Report No. 109

KEDI, 1979, P. 179, Korean.

Des. – Structural Improvement of Textbooks, Amendment of Educational Curriculum.

Ide. –

The purpose of this study was, in an effort to improve the overall elementary school curriculum, to design the proper system of textbook development which can be used as a model and guide in the development of textbooks and in forming the textbook policy.

To achieve the purpose mentioned above, we established two major problems as follows. First, what kind of ideas and implications can we acquire through the analysis of foreign and domestic textbooks? Second, what elements of textbook should we consider in designing the general system and how should these elements be organized for designing particular textbooks appropriate to various subject fields and to elementary school levels?

In an effort to solve these problems, we investigated various research products on textbooks and conducted a seminar to which many specialists were invited to discuss the basic criteria and principles for the design of the unit structure and the external form of a textbook. Along these lines, we analyzed a number of textbooks in terms of their external forms, the patterns and the structure of units. We then formulated the system of the textbook development.

The results we found are as follows; First, as for ideas and implications we obtained through the analysis of textbooks, we concluded: 1) a textbook should have various functions and be closely related to teacher's guides and workbooks, 2) a textbook unit should be organized in consideration of the characteristics of each subject, 3) the system of textbook developed with considerations for the teaching-learning process could be very helpful to the self-study and the inquiry-learning on the part of students, 4) the external forms of textbooks should be improved for all subjects, i.e. Art, Music, and the newly integrated courses. Second, as for the system of textbooks, we concluded 1) the unit system should be organized following such stages as 'introduction to the learning tasks', 'knowledge · information · activities', 'summarization · application', 'supplement and enrichment' in teaching-learning process, 2) each subject unit system, following the above general system, should be coordinated in terms of its objectives, contents, materials, and activities, and 3) the textbook system as a whole should be relevantly organized in terms of its contents and materials in order that it might be of great help to the development of thinking abilities on the part of students.

On the basis of those results mentioned above, we made several suggestions as follows:

First, the relevancy of the sample textbooks that we developed should be tested through the process of being adapted to the actual experimental teaching-learning in the classroom.

Second, the textbook revision work should be made systematically as a part of a long-term project, since large amounts of related research is required in the process of revision.

Third, the new textbook should be developed with a full consideration on such tasks as specifying the objectives, structurizing the instructional contents, selecting relevant learning experiences and organizing the instructional materials, and so on.

Fourth, the external forms of textbooks should be improved immediately.

KER. 000110

A Study on the Improvement of the Korean Elementary Curriculum

Yung Dug Lee et al.

Educational Research Report No. 110

KEDI, 1979, P. 179, Korean

Des. – Improvement of Elementary School Curriculum, Basic Directions of Educational Curriculum, Extra-Curriculum Activities.

Ide. –

KEDI has perfomed a research to improve the curricula in elementary and middle schools since the latter half of 1978 and presents the draft of the primary education curriculum as its result. Not only the manpower figure needed for the future society, but also the educational objectives, educational contents, and educational methods needed to such

manpower are suggested in this draft. And the organization and the class allotment in the low grades of elementary schools are presented to make possible the comprehensive guidance between subject matters with considerations for the students' developmental stages. This paper is presented as the reference materials of the Ministry of Education.

In chapter 1, the actual status of Korean education, and the objectives which the reform of curriculum aims at, are discussed. In chapter 2, the backgrounds to reform the curriculua, the manpower figure that the corrected curricula points to, and the educational contents are discussed. In chapter 3, the basic principles in organizing the elementary education curriculum and an introduction are suggested. The introduction explains the characteristics of primary education, educational objectives, system, time allotment and operational indexes in detail. Subject matters in elementary school, extra-curricular activities, basic principles in organizing curricula and its contents are discussed in chapter 4. In addition, the basic principles and contents in organizing the curriculum of subject matter and extra-curricular activities are shown. In chapter 5, the reformed curriculum and the current curriculum in elementary schools are compared, and in chapter 6, measures to carry out the reformed curricular are presented.

KER. 000111

A Semi-Longitudinal Study on the Standing Height Growth of Primary and Secondary School Students

Yun Sup Lee et al.

Education Research Report No. 111

KEDI, 1980, P. 110, Korean

Des. – Standing Height Growth of Elementary & Secondary School Students, A Semi-longitudinal Study, Beginning age of Puberty.

Ide. –

A critical review of about forty related research papers done in Korea indicated that most of the studies were cross-sectional without adequate control of ages in months, and the sample sizes were quite limited to reach reliable conclusions. In order to overcome the shortcomings of the previous studies, this study was conceived to semi-longitudinally investigate the general developmental tendency of height growth of Korean boys and girls.

More specifically, the present study was carried out:

- to obtain Korean children's average rate of height growth from 7 to 17 years of age,
- to obtain data on adolescent spurt in height growth for boys and girls to determine prepuberal and puberal onset,
- to examine the possible influence of the variables such as sex, locality, educational level of parents, birth order, sibling size and the possible effect of socio-economic change on the height growth.

1. Method and Procedures

Since the national students' physical examination has been held annually in April or in May, only the April or May-born subjects were selected from the fifth (born in 1969), the eighth (born in 1966) and the eleventh (born in 1963) graders across the nation, using multi-stage stratified cluster sampling technique.

Through the questionaire survey over 600 schools, the schools with inaccurate measuring tools were eliminated. Also the students with incomplete cumulative card or any suspicious physical growth data were excluded out. The final sample, consisted of 3,793 and their respective school years standing heights were statistically analyzed by using SPSS. Test-retest reliability of height measure was obtained from each graders during the spring national physical examination period, to show 99 with maximum difference of 17mm.

2. Major Findings and Conclusions

- It was found that in general boys from seven to seventeen years of age were taller than girls in the same age group but during the ages of 11.5 to 13.5 years, girls were taller than boys.
- The annual average rates of growth in height between boys and girls did not differ significantly until the age of nine, but girls gained more in height from 10 to 13 years of age than boys did, whereas boys gained more after 14 than girls did.
- The age range for height growth spurt was 13 to 15 for boys, and 11 to 13 for girls. The average rate at height spurt was 7cm per year for boys, and 6cm for girls. The greatest individual difference in height was appeared at this age period: 42 to 44cm for boys, and 32 to 36cm for girls.

The age at height apex was 13½ for boys, and 12½ for girls. It may be said that the puberal onset for boys is around 14 and for girls 12.

- It was found that boys and girls in urban areas were 1 to 6cm taller in the mean height than those in rural areas for all ages. It was also found that educational level of parents showed some relationship to boys' height growth, while for girls there was no significant relationship.

  There was no significant difference in height growth by birth orders for boys and girls. However, it was indicated that boys who are the only son were taller than those who have five or more brothers and sisters, while for girls, there was no significant difference in the mean height by their sibling size.
- The elementary school (7 to 11 years) boys and girls at the present time were 1 to 3cm taller in the mean heights than those of 3 or 6 years ago.
- High school entrance examination which has been preceived severe enough to likely influence the students' physical growth was found to be the non-significant factor as far as height growth is concerned.

Some limitations for the present study and some implications for education were discussed and further researches were suggested in the main text.

KER. 000112

An Application of a New Education System to School

Hyung Rip Kim et al.

Educational Research Report No. 112

KEDI, 1980, P. 66, Korean

Des. – Instructional System, School Management System.

Ide. –

The Fifth Comprehensive Tryout of New Educational System was conducted as a part of the Elementary and Middle School Development Project (EM Project). The purpose of the Fifth Comprehensive Tryout was to identify the cumulative effects as evidenced by the demonstration schools that have applied the New Educational System for four or five years.

The Fifth Comprehensive Tryout spans a one-year period from March, 1979 to February, 1980. 18 demonstration schools with 726 classes composed of 46,226 students at grades 1, 2, 3, 4, 5 and 6 were involved in this Tryout. The control group consisted of 9 schools with 353 classes, composed of 23,736 students.

The Fifth Comprehensive Tryout involved an experimental group, consisting of 108 classes with 6,698 students, and a control group, consisting of 54 classes with 3,111 students.

The training program offered to teacher participants was basically divided into four forms - intensive training, on-the-site training supplemented by classroom observations, on-the-call training, and self training organized by schools and provincial boards of education.

a. Application to School Situations

- Application of the New Instructional System

The application of the new instructional system was examined in sequence of (1) planning stage, (2) diagnosis stage, (3) technical-learning stage, (4) extended learning stage, and (5) evaluation stage.

- Application of the School Management System

The application of the school management system was analyzed in sequence of (1) planning stage, (2) implementation stage, and (3) evaluation stage.

b. Change in Student Achievement

In order to verify changes in student achievement, a comparative analysis was made of the experimental group and control group through an achievement test.

c. Reduction in Regional Disparity of Educational Quality

Baseline data disclosed a gap of 11-12 points in student achievement between urban and rural areas. Rural areas showed lower achievement level than cities both in the experimental and control groups.

d. Changing Trends of Student Achievement in the Experimental and Control Group

These trends were also examined.

e. Improvement of Basic Learning Skills

In order to measure the extent of the improvement in basic learning skills, tests were administered to the experimental and control groups at grades 4 and 6.

f. Students' Attitudes of Learning

An attempt was made to define the impact of the

new educational system on the students' attitudes of learning through a questionaire survey resorting to teachers' opinions.

g. Teacher-Student Interaction in the Classroom

The new school management system is another major component of the new educational system, which creates a climate supportive of the new educational system. It involves three stages - planning, implementation, and evaluation - which constitute a cycle to be reiterated on a continuing basis. It comprises six components which are functionally related with one another in the context of a total system.

h. Achievement of the Pilot School Graduates in Middle Schools is examined.

i. Opinions about the New Educational System

Teachers' opinions concerning the effects and problems of the new educational system were analyzed.

j. Conclusion

The Fifth Comprehensive Tryout, the last of its series, covers all subjects in all grades of primary school. The results of the five comprehensive tryouts validated the effectiveness and feasibility of the new educational system.

As such, the five comprehensive tryouts yielded empirical data in support of the effectiveness of the new educational system. The successful implementation of the tryout owes not only to the inherent strength of the new educational system but as much to unreserved support and cooperation rendered by teachers and administrators involved therein.

KER. 000113

A Study on Implementation of Revised Curriculum for Agricultural High Schools.

Sang Man Kwag et al.

Educational Research Report No. 113

KEDI, 1980, P. 88, Korean

Des. – Agricultural High School Curriculum

Ide. –

This study was conducted to dissolve problems which was revealed through the experimental application of "Tentative Proposal for the Agricultural High School Curriculum" (by KEDI, 1979) to field schools.

In addition, it aims to prepare educational curricula which will contribute to the effective operation of agricultural education.

Questionaires on the educational objectives, organization of subject areas, unit allocation, and contents of major subjects were distributed to every sort of agricultural high schools and all-around high schools (total 100 schools).

Not to mention the results of the Questionaire method, the survey of and interview with those schools resulted in the following findings:

First, "the upbringing of self-supporting farmers" and "that of employees in the related fields", which are the educational objectives of agricultural high schools, are now regarded as valid. And it was considered desirable to raise the rate of ordinary subjects in the requirements for the graduation.

However, in view of the characteristics of agricultural education, it is necessary to re-organize some subjects to deal with the over departmentalized curriculum. As for the organization and unit allocation of major subjects, it was regarded realistic to enlist subjects that fit the status and locality of the school and to mark only total requirements. Increasing the number of elective subjects and decreasing that of essential subjects will help acquire better results also.

Finally, this study includes renewed "Tentative Proposal for the Agricultural High School Curriculum".

KER. 000114

A Study on Basic Learning Skills of Kindergarten Children

Yun Sup Lee et al.

Educational Research Report No. 114

KEDI, 1980, P. 203, Korean

Des. – Learning Readiness, Effects of Training Kindergarten Education.

Ide. –

This study, the follow-up of Lee et al., (1979) preliminary study on basic learning skills for kindergarten children, was conducted firstly to investigate the relevance of the present K-education to the improvement of basic learning skills (BLS)

for kindergarteners, secondly, to determine the developmental norms of the test at the final phase of K-education, and thirdly, to identify the demographic variables which might be related with the BLS.

The BLS consisted of five areas such as orientation toward environment, coordination, memory, discrimination, comprehension and concept formation.

1. Method and Procedures

- Subject

The subjects were 32 k-attenders selected from five urban and five rural kindergartens and 32 non-attenders selected from local areas of 10 kindergartens. Two groups were matched by sex, ages in months, mother's educational level, father's educational level, and locality of living. From the same ten kindergartens, 153 k-attenders were also selected to determine the developmental norms of the test and the effect of demographic variables.

- Test

Individual test of basic learning skills was constructed based on the review of 95 learning readiness tests available in the northern America.

Basic functions, rather than achievements, were measured for those 121 selected items. Accordingly, the tasks selected were criterion referenced, that is, basically required skills for primary school tasks. All the k-attending subjects in this study were individually tested by ten trained teachers.

- Statistical Treatment

The main variables treated in this study were time, locality, and k-attendance, and each of these variables was divided into two levels. Time had two levels, May and November. Since k-education in Korea begins in March, such a level signifies two and eight months of k-experiences respectively. Locality was classified into urban and rural, whereas k-education signified k-attending and non-attending.

Some suggestions were made in the main text for further research and the limitation of the study was also mentioned. In Appendix III, a sample of school readiness activity program was suggested for the practitioners.

KER. 000115
Entrance Examination System
– Comparative Analysis –
Young Chul Kim et al.
Educational Research Report No. 115
KEDI, 1980, P. 235, Korean
Des. – Function of Entrance Examination System, Changes in Entrance Examination System, Entrance Examination System in Major Countries, Changes in the Academic System
Ide. –

Entrance examination systems in major countries are compared and analyzed in this research, and also Korean entrance examination system since 8.15 Liberation is looked into historically. This study aims to diagnose the problems of the current entrance examination system and to seek the ways to improve the entrance examination system in the future.

At first, the meaning of comparative research in entrance examination systems, the method of approach in comparative education, and the function of entrance examination system are introduced. And then, entrance examination systems in 9 countries including U.S.A. and Japan are analyzed. The Korean entrance examination system is examined historically with the shift of a school system. So the purport and the problems in each school system are examined, and upon these the following things are suggested in order to decide the basic directions of the current entrance examination system.

A private report system which reflects high school achievements should continue to expand, and its percentage should be raised incessantly. Educational activity, which is reflected by private report marks, should include all the courses of high school, and responsibility for management should be left to school authorities exclusively. Preliminary examination for university entrance should become qualification examination for university entrance. Examination to select new students for university should have a high quality. The methods which make possible for university to have its own role in selecting new students should be invented.

KER. 000116
The Priorities of Investment for the Development of Korean Education
Chung Il Yun et al.

Educational Research Report No. 116
KEDI, 1980, P. 121, Korean
Des. – Education Investment, Educational Development, Delphi Method
Ide. –

The purpose of Study

The Republic of Korea has experienced a rapid economic growth through the successful implementation of a series of economic development plans. There has also been a remarkable change both in quantity and quality of education. For the purpose of educational development, the government has invested in education about 18-19% of its total budget.

Nonetheless, there remains much tasks to be tackled, such as the improvement of compulsory education (primary school level) and its extension to the middle school level, the expansion of educational opportunity for higher education and its quality control, strengthening of science and technology education and the improvement of pre-school education and special education both in quantitative and qualitative aspects.

For the solution of these problems, the Ministry of Education now faces the necessity to find the ways and means of solving the financial problems. To tackle them actively, the Ministry should finance education efficiently according to the priorities of financial investment on education. It is the purpose of this study to establish the priorities of educational investment for the coming decade (1982-1991).

The results of this study can be used as basic data for estimating the financial requirements and establishing policy measures to secure the educational revenue for educational development.

Research Method

Delphi method was used to accomplish the purposes of this study. It is the first attempt to apply Delphi technique to decide the priorities of educational investment in Korea.

The respondents to this Delphi questionaire were composed of 107 professionals, who were experts in education and other related fields.

The objectives of the first Delphi round was to elicit statements on educational development tasks for the coming decade (1982-1991) from 107 respondents. The first questionaire was structured so that the respondents were free to choose and to describe educational development tasks in any fashion they choose.

By editing, condensing and summarizing the responses of the first round question, 10 major educational tasks were identified as follows:

- Expansion of pre-school education.
- Improvement of elementary education.
- Extension of compulsory education to middle school level.
- Improvement of teacher's socio-economic status and reform of teacher training system.
- Improvement of curriculum and instructional method.
- Balanced development of high school education
- Expansion of opportunities and quality control in higher education
- Strengthening of science and technology education.
- Strengthening of special education and vocational training.
- Reform of educational administration system.

The Priorities of Educational Investment.

The priorities of educational investment was established as a result of the second and third Delphi round.

The objective of the second Delphi round was to determine the priorities of investment for the 10 educational development tasks by the periods of the Economic Development Plan.

The third Delphi round was conducted to finalize the priorities of educational investment for the same period.

By summarizing the responses of the participants, the priorities of educational investment were established.

KER. 000117
Korean Vocabulary Development Research.
Yun Sup Lee et al.
Educational Research Report No. 117
KEDI, 1980, P. 146, Korean
Des. – Researches on Vocabulary Development.
Ide. –

This study is carried out in order to grasp the general tendency of children's vocabulary development and to provide primary materials needed to develop curriculum and a textbook which are used in the lower grades of elementary school.

3,500 utterances of 26 children from 3.3 years old to 5.6 years old are collected and analyzed. So, 12,213 compound words and 1,553 different words are extracted and the development of vocabulary width and the variety of article distribution are surveyed. Also, time words and place words are analyzed. Through this process, we came to know the systematic development. The problems in current textbooks are suggested through comparison between the fruits of this research and the textbook vocabulary. And, standards to develop a textbook are presented.

The following are the results of this research.

Children from 3.3 years old to 5.6 years old acquire 250 new words for 6 months, and the period when the most words are acquired is from 4.0 years old to 4.6 years old. As a child grows old, he/she accordingly comes to acquire new words through the compound method of 'complex designation' rather than 'simple designation'. Among percentage which a child uses words first, noun usage gets to 100%, and when he is 4.0 years old, the percentage of noun usage becomes low. Nearly all kinds of pronoun is acquired when he/she is three years old. Additionally, when he gets to be 5.6 years old, he is not used to using notional words or abstract words. A child acquires words in sequence of a time word, a place word, and a direction word. The degree of agreement between vocabulary which is used in the current textbooks of the first graders in elementary schools and vocabulary which children from 3.3 years old to 5.6 years old use, is 32% in case of natural studies, and 60% in case of other subject matters.

The fruits of this study are said to suggest suitable phonological structure, suitable words, and sentence form in developing educational materials for the first graders in elementary school. But these fruits hold many limitations because materials are insufficient. Therefore this study should be succeeded with exactitude through ample examples.

KER. 000118
Psychological Characteristics of the Gifted Children in the Elementary School
Un Hyo Chang et al.
Educational Research Report No. 118
KEDI, 1980 P. 52, Korean
Des. – Gifted Children, Discrimination of the Gifted Children, Psychological Traits of the Gifted Children, Behavioral Characteristics of the Gifted Children.
Ide. –

The purpose of this study was to investigate the psychological characteristics of gifted children and to provide efficient devices with appropriate criteria for screening gifted children.

337 gifted and 289 normal fifth-grade-children were sampled from a population of 3,044 in six elementary schools. They were studied on such areas as behavioral characteristics, self-concept, learning practice, personality, and school achievement.

The observation of their behavior revealed that the gifted children showed a general tendency to learn effectively, to have a strong motivation for tasks, to be creative, to lead others, to communicate appropriately and exactly, to be good at spatial and abstract thinking and to cope with their environment effectively.

The gifted children, compared to the normal ones, tended to feel more positively about themselves; they thought themselves as more complex and more imaginative but not as more curious or as greater risk-takers than the normals.

In learning practice, the gifted tended to pay greater concentration to tasks, to apply their learning skills effectively and to perform self-controlled-learning actively.

The personality of the gifted were revealed as more active, reflective, and stable, which is different from what is generally accepted.

The gifted were better also in school achievement than the normal with some exceptions.

The major implication of this study is that an efficient screening device for gifted children should have a multi-dimensional criteria.

KER. 000119
Special Education in Korea
Pyung Ryang Park et al.
Educational Research Report No. 119
KEDI, 1980 P. 315, Korean
Des. – Special Education, Education for the

Visually Handicapped, Education for the Audio-Disabled Persons, Education for the Mantally Retarded, Education for the Physically Handicapped.

Ide. –

The purpose of this study was to discover the present status of the special education in Korea. More specifically, this study was carried out to obtain information about institutions for special education, about the number of enrolled students in special schools and special classes, about their textbooks and instructional materials, and about special teachers.

In this study, special schools were classified into four types as follows: (1) schools for the blind and particully sighted, (2) schools for the deaf and hard of hearing, (3) schools for the mentally retarded, and (4) schools for the crippled.

In this study, 56 special schools from all over the country were examined, and 254 special teachers and 655 parents of the students enrolled in these 56 special schools were chosen to be examined through a stratified cluster random sampling.

Major Findings and Conclusion

1. The estimated number of the handicapped school age population (6 through 17 years old) by school level and type of handicap.

Through the analysis of earlier reports from both Korea and overseas about the prevalance of the handicapped, it is estimated to range from 2.7% (lowest estimated prevalence of the handicapped) to 5.523% (highest estimated prevalence of the handicapped) for the school age population.

2. Present Status of the Institutions of Special Education

In Korea, there are 56 special schools and 353 special classes (October 1980). We, however, have treated special schools as two schools; admiting two kinds of the handicapped therefore, the number of special schools comes up to 64.

3. Private schools occupy 73% of the total special schools in Korea.

So special education in Korea depends very much on private institutions.

4. Curriculum for special education.

The present curriculum for the handicapped is found to be inadequate for the needs and the abilities of the handicapped. Also, curriculum development for the improvement of special education has not been properly realized.

5. Textbooks

The textbooks now used in special schools have various problems: such as selection and organization of contents, bookbinding, printing form and size, quality of paper, supply, and etc.

6. Special Teachers

There are 910 special teachers in the four kinds of special schools (not counting the teachers of special classes).

Suggestions

Based on the analysis of the data collected for this study, the following suggestions were made for the improvement of the special education in Korea.

First, the establishment of a national system for special education and the further development of existing special educational institutions are urgent in order to expand educational opportunities for handicapped.

Second, it is demanded that laws and regulations related with special education should be re-organized and that machinery should be set up for taking exclusive charge of special education programs within the Ministry of Education.

Third, a total re-examination and the continuous development of the curriculum for special education are needed.

Fourth, textbooks and teaching materials for the handicapped should be improved.

Fifth, teacher education programs which train special teachers should be systematized and improved. And the working conditions for the special teachers should be improved.

KER. 000120

Some Aspects of Physical Environment in the Selected Elementary Schools.

Chung Bok Lee et al.

Educational Research Report No. 120

KEDI, 1980, P. 128, Korean

Des. – School Facilities.

Ide. –

Most of studies conducted in this area were

mainly concerned with the psycho-sociological variables rather than with those of the possible physical environment variables. Up to the present, very little concern was given to the study on the physical environment of school and to its impacts on students' behavior, health and safety problems.

The purposes of the study were to investigate existing problems raised by the physical environment of the elementary school in Korea and to obtain the basic information for improving the physical environment of Korean elementary schools in Korea and to obtain the basic information for improving the physical environment of Korean elementary schools.

The observation of the physical environment focused attention on the following: (1) the conditions of classroom sanitation based on criteria such as air pollution, cleanliness, illumination and noise level; (2) the suitability of desks and chairs in the classroom; (3) the sanitary conditions, and convenience of water supply facilities; (4) the sizes, number, and safety of the recreational facilities; (5) the sizes, number, sanitary conditions, and safety of the toilet facilities.

The subject of the study are 8 schools; four schools in the Seoul area and two schools from small town in Gyeongbuk Province. Data were gathered through interviews and observations by the researchers using the checklist specially designed for the present study. This study team of the Institute for Environmental Research at the Yonsei University took part in measuring the detailed scientific evidence of air and water pollution, illumination and noise level by using precision instruments.

The findings of the present study are as follows;

- In some classrooms of the selected schools, the density of CO (1880ppm) exceeded the limits, and the number of coli form was found over twice as much as the acceptable amount in the classroom.
- In a particular classroom, the average illumination was 54 Lux and it was 43 Lux at the blackboard in the classroom. Both of these were much less than those of the required level of lighting.
- It was found that the classroom size was not enough to allow students to have adequate learning activities in some schools, and the average space allowed per student reached only 53,6 per cent of the desired space.
- In many classrooms, taller students had difficulty in fitting their bodies to the desks and chairs.
- An unacceptable level of the amount of bacillus was found in the running water from the water tank and the underground water without filtering systems. In the latter case, it can be assumed that the underground water itself was contaminated.
- It was found that a great number of urban students were afraid to use toilet facilities due to the odor, darkness, and lack of lock systems and safety.
- Some other problems such as stairs, safety measures, ventilation and so on were discussed in the main text.

KER. 000121

An Analysis of the Types Identifying Children with Learning Disability

Pyung Ryang Park et al.

Educational Research Report No. 121

KEDI, 1980, P. 17, Korean

Des. – Slow Learning, Slow Learners

Ide. –

This study is performed in order to provide primary materials needed for slow learner's education through the analysis of slow learner's types. So three, four, and two factors are applied to cognitive input activity, emotional input activity, and family environment respectively, and then factors related with school learning, and characteristics according to the types of slow learners are analyzed.

Slow learners among 2,768 children of the second, the fourth, and the sixth grades in elementary schools are selected. 'Examination of basic learning function' and 'examination of emotional characteristics about learning' are executed in April, 'Examination of family environment' is done in July. Research results through examination, person correlation coefficient, stratified group examination, and profile analysis are as follows. Factors related with school learning are in sequence of cognitive input activity, emotional input activity, and structural environment and working environment of family.

The types of slow learners which are shown in

this study are as follows; a child who lacks in cognitive power, a child with cognitive - emotional power, a child who lacks in environment and learning habit, a child who lacks in cognitive power and learning habit, a child who lacks in environment, a child who lacks generally, and a child who lcaks in unknown matters.

KER. 000122

Exploration of Policy Directions for the Improvement of Educational Administrative System in Korea.

Chung Hwa Suh et al.

Educational Research Report No. 122

KEDI, 1980, P. 219, Korean

Des. – Administration System for Compulsory Education.

Ide. –

The government decided on the gradual implementation of cumpulsory education in middle schools, while designing new educational conditions as well as examining the feasibility of each related systems. At the request of MOE, KEDI has conducted a study on the "Extension of Compulsory Education Project", its correlative basic studies, and on the implementation of the project. This study has overviewed the historical process of the educational administrative system until now. It also offered several development models of compulsory education system. In addition, it investigated the current status, problems in principal policy tasks, development directions of educational administration system, its management, self-governing local educational professionalization of educational administration, organization and management of unit schools, accommodation facilities in primary and secondary education institutes, and finally educational foundations respectively. We hope for the findings of this study to contribute to the smooth implementation of compursory education without any unnecessary trials-and-errors and to offer an efficient administrative system which will be able to meet the future demand of Korean society with ease.

KER. 000123

Educational Administration System in Selected Countries.

Chung Hwa Suh et al.

Educational Research Report No. 123

KEDI, 1980, P. 276, Korean

Des. – Educational Administration System

Ide. –

In this research, educational administration system in each country is described and analyzed, in order to make efficient and relevant educational administrative system, educational aims are pursued.

Subject countries are 12 countries, which may be classified in terms of their political and cultural characteristics. These are European countries: England, France, Sweden, and West Germany; American allies: U.S.A., Japan, Taiwan, and the Philippines and communist countries: U.S.S.R., East Germany, China, and North Korea.

Areas of comparison are administrative organization for central education, administrative organization for local education, officials for educational administration, educational finances, other recent educational administration system, and trend of development. Necessary materials are collected and described on each area. And each educational administration system is interpreted in view of educational backgrounds in each country.

Conditions within and without education are developed in order to seek the development directions of Korean educational administration system upon these results. The following are determined as the direction of development: The decentralization of the educational administration system, democratization and specialization in its operation, the efficiency of unit school operation, the smoothness in expanding accommodational capacity, and the independence of educational finances; Tasks of policy to materialize these are as follows. Strengthening the function of educational system conference, the expansion and rearrangement of administrative organization institution for central education, to drive the smoothness of educational independence, the rearrangement of business and reform of wage system, to reform the operational system of unit school, and the expansion of educational finances.

KER. 000124

Alternative Revenue Sources for Educational Development in Korea

Chung Il Yun et al.

Educational Research Report No. 124

KEDI, 1980, P. 119, Korean

Des. – Education Finance, Educational Development.

Ide. –

The Purpose of Study

Korea has made great development in education since the Liberation in 1945. During this period, there has been an enormous expansion of educational opportunity and remarkable improvement of its quality. This educational development has promoted the development of many aspects of life, the most outstanding of which was economic growth.

But there are many urgent problems to be solved, including overcrowded classrooms, over-sized schools, and a high student-teacher ratio. Furthermore, teachers are underpaid than those in other professional occupations.

In order for these problems to be solved, improvement of educational finance is needed. The purpose of this study was to find ways and means of solving financial problems.

Major Tasks of Study

In order to achieve the afore objectives, this study performed the following tasks.

- Analysis of current problems in educational finance.
- Projection of financial requirements for the development of education.
- Development of policy measures to secure the stable sources of revenue for educational development.

Research Methods

Five principle research methods are included in this study.

Findings

The major findings of this study can be summarized as follows:

- The current problems of educational finance.
- The financial requirements for achieving the educational development aims.

During the coming 11 years, the total additional requirements for educational finance will be 20,843 billion won. Looking at this by school level, it will reach 6,382 billion won for primary schools, 3,015 billion won for junior technical colleges and 5,910 billion won for colleges and universities. Therefore, the average annual additional requirements for the total education system will be about 1,895 billion won.

The insufficiency of educational finance has brought about many educational problem such as the increasing shortage of educational facilities, lower economic status of teachers, insufficient financial support to private schools and the delayed extension of free compulsory education to middle schools.

- New policy measures to secure stable sources of revenue for educational development.

If the present educational finance system be maintained, it will be impossible to secure the financial requirements needed for the development of education. Therefore, it is essential to establish new policy measures to secure the stable sources of revenue. Coming foremost is the creation of an education tax. Education tax is conceived in two types.

- An Addition to National Defence Tax
- An Addition to Direct Tax, Value Added Tax and Regional Tax.

Recommendations

From the findings above, a few recommendations are made. They are (1) establishment of the policy measures for Education Tax, (2) developint other available policy measures for securing financial requirements for education, and (3) exploring policy measures for increasing teachers' salaries.

KER. 000125

A Study on the Developmental History and the Family Backgrounds of the Gifted Children.

Un Hyo Chang et al.

Educational Research Report No. 123

KEDI, 1980, P. 75, Korean

Des. – Characteristics of Physical Growth, Characteristics of Intellectual Development, Characteristics of Family Background.

Ide. –

The purpose of this study is to investigate the

developmental history and the family background of the gifted students with high intellectual abilities, compared with normal students.

At the initial stage of selection, 337 students who scored above 95 percentile of the Group Intelligence Test for Children (B.M. Chung & H.K. Kim, 1970) were sampled from 3,044 fifth grade students in Seoul. Among these 337 students, 78 who scored above 90 percentile on the Creativity Group Test for Children (Y.D. Lee & W.S. Chung, 1971) were selected.

At the second stage, the behavioral characteristics of these 78 "tentative gifted" students (with high IQ and high creativity) were observed and rated by trained teachers by using the observation check list in the classroom settings. The school achievement records of these students also were collected from the school files. Finally, 28 selected students were rated as the gifted who reveal highly intellectual behaviors and good school achievements. Twenty-eight normal students were also selected as a comparison group for this study.

Interview sheets were constructed and utilized to collect information about the developmental history and the family backgrounds of the students selected. These interview sheets are composed of five areas: 1) the history of physical development. 2) the episode of intellectual development, 3) socio-economic status of parents. 4) physical home environments and 5) phychological home environments. Four trained interviewers visited 56 homes to interview parents (usually mother) of students.

The major findings of this study are summarized as follows:

- In general, the gifted students, compared with the normal students, tended to show earlier development of the first tooth setting, successful toilet control, and weaning. However, no differences were found in motor development such as creeping, standing along, and walking between two subjects. Therefore, it could be assumed that the motor development is likely to be more affected by the maturation than training, while the physical development such as teeth setting and toilet control is likely to be more affected by feeding and training. It might be interpreted that the gifted children had been fed and trained in better conditions than the normal children, so they showed more rapid development in these areas.
- The gifted children, compared with the normal children, showed a stronger tendency to pursue intellectual games and plays and to develop early interest in speaking, reading, and writing. It was also found that they had a tendency to require more opportunities of satisfying their desires for knowing and performing.
- In this study, most of the gifted children have been likely grown up in the family which belonged to the high socio-economic status group. However, it does not mean that only the privileged environment can produce the gifted. According to the Terman's study, some of the gifted children came from socio-economically deprived homes, even though the majority of the gifted came from homes with certain advantages.
- It was also found that the gifted were provided with better physical environments than were the normal. Particularly, significant differences between the two groups were revealed in the environments stimulating intellectual developments of the children. For example, the family of the gifted tended to provide more toys, playing tools, and reading materials, and also to prepare their own rooms for self-concerned performance.
- The psychological environment of the gifted was found to be better than that of the normal for the intellectual development. In another word, the psychological environment of the gifted was more approving, achievment-oriented, open, and self-control-oriented.

As a conclusion, the biographical data of this study revealed that most of the gifted children, compared with the normal, had earlier physical and mental developments, came from the family in the higher socio-economic status and were provided with better physical and psychological environment, with some exceptions.

KER. 000126

A Basic Study for the Improvement of Korean Elementary and Secondary School Curriculum

Se Ho Shin et al.

Educational Research Report No. 126

KEDI, 1980, P. 149, Korean

Des. – Educational Curriculum (Kindergarten, Primary School, Middle School and High School.) School Education, Departmental Education, Educational Objectives.

Ide. –

A basic research to develop curriculum is carried out, on the assumption that curriculum should be improved in order to solve the vulnerable points of Korean education and problems in curriculum, and also to perform education corresponding to the future development of our country.

The new curriculum should establish educational aims corresponding to the national social needs, the level of students' mental or physical development, thought in modern education, and the world tendency of subject matters, and should select and organize the contents to achieve these aims. This primary research, which aims to present ways to improve education, is done from 1978 to 1980.

This booklet is the collection of the former studies and of a few seminars. There are "research to improve curriculum policy and its operation", "Seeking principles to develop the curriculum" in the former studies; and some seminars including "seminar to seek the direction of curriculum."

The followings are treated in each chapter.

- Primary theories related with the improvement of curriculum are surveyed.
- The status of curriculum operation in current schools and its problems are discussed.
- The aims and organization of curriculum in foreign countries are analyzed.
- The future directions to develop curriculum in each level of school are surveyed and described.

KER. 000127

An Alternative Instructional Process Model for Foreign Language Teaching.

Bo Up Hong et al.

Educational Research Report No. 127

KEDI, 1980, P. 74, Korean

Des. – Educational Objectives of Foreign Language Teaching, Educational Methodology of Foreign Language Teaching, Instructional Process Model.

Ide. –

KEDI had developed an instructional process model as one of basic researches for the improvement of foreign language education as requested by the Ministry of Education in 1979.

This research aims to investigate whether the mechanical manipulation in the exercise phase as a type of instructional process directly leads to the opinion exchange of profound activity. Also, this research aims to investigate the possibility and the meaning of exercise phase through the operation of game plays. That is, this instructional process model focuses on the practical ability of foreign language usage.

This model for instructional process is put into the second grade classes in Sinrim Middle School and Dangsan Middle School, and through them supplementary business is carried out. Also, this model is examined through field teachers, experts, and native speakers. The response is very affirmative.

Research results are as follows. The primary model for foreign language curriculum is pertinent to class with many students. The development of an instructional model which includes not only the consideration of the speech form and speech use but also the use of audio-visual materials is suggested.

KER. 000128

A Study on the Impact of KEDI's New Educational System on the Korean Elementary Education.

Se Ho Shin et al.

Educational Research Report No. 128

KEDI, 1980, P. 110, Korean

Des. – Educational Development Project for Korean Elementary and Middle Schools, New Educational System

Ide. –

The plan for educational development in elementary and middle schools of our country aims to prepare for elementary and secondary educational innovations through the development of a new educational system and through its application to the field. The new educational system means the system which is appropriate to our educational reality with high efficiency. KEDI was founded in order to help facilitate the development of our

educational system (August, 1972), and first of all, has tried to develop a new educational system.

The research to develop the new educational system is carried out through four steps, i.e., (1) the analysis of the structure, (2) the plan of the structure, (3) the application model of the structure, and (4) the efficient judgement of the structure. Comprehensive model research is performed about model schools which are selected from the whole country for five years from September, 1975 to 1980. Also subject grades are expanded year by year.

Effects which are ascertained through the comprehensive model research are as follows. At first, students' school achievements are generally raised, and students who complete their study are increased. High quality mental activity became animated. The differences of academic ability between individuals, classes, and subject matters are diminished. And also the difference of academic ability between rural region and urban region is diminished. Secondly, the response is good in case of emotional characteristics. Attitude of autonomous learning is increased and students' delivery ability is also increased. Besides, the affirmative notion of self is formed through learning, and interests in learning are increased. Additionally, co-operative spirit among classmates is increased. Thirdly, the response is good in the case of school management. School management is rationalized, and the operation of curriculum is substantiated. The opportunity for teachers to participate in management is increased, and teachers' business burden is lightened. Fourthly, the response is good in case of teachers' quality. Techniques in teaching subject matters are improved, and teaching technique is equalized.

Since the beginning of comprehensive model research, KEDI has tried to disseminate the new educational system all over the country. And it is said that this effort attains a successful result.

KER. 000129
A Survey on Curriculum Management of Secondary Schools of Korea.
Gui Duk Ahn et al.
Educational Research Report No. 129
KEDI, 1980, P. 94, Korean
Des. – Educational Curriculum Management
Ide. –

This research is a primary research to develop curriculum which is appropriate to our school conditions and corresponds to students' ability and request for the normalization of school education.

This research is carried out through the investigation of curriculum operations in middle schools and academic high schools, and through the collection of opinions which the in-service teachers have on the organization and operation of curricula. Subject schools are selected by stratified sampling which considers the distribution of schools in each city and in each province, school scale, and the ratio of male and female studens. Questionaire is given to total 449 schools which are composed of 244 middle schools and 119 high schools. The interview survey is carried out on 68 middle schools and 18 high schools.

The research analyzed the school scale and participant school through percentile ratio. In the middle school chapter, the organization of subject matters and their operation, time allotment, extra-curricular activities, contents of subject matters, evaluation, its contents, and extra-curricular activity are discussed. Other general problems in operating curriculum are also treated.

KER. 000130
Foundations of Curriculum Development for Technical High Schools.
Jeoung Keun Lee et al.
Educational Research Report No. 130
KEDI, 1980, P. 104, Korean
Des. – Educational Curriculum, Technical High School Curriculum.
Ide. –

Foundations for industrialization are said to be prepared in the 1960's when the First and the Second Five Year Economic Development plan are implemented. The 1970's is the period in which labor intensive industries were developed rapidly. Thus, this is the period in which our nation which hitherto emphasized only humanities came to realize the importance of the industry. And students in technical high schools play the major role in this

development.

This research is carried out to meet the demands of a highly-industrial society through the improvement of the curriculum in a technical high schools, which had been made in 1958, and was revised in 1971. It is out-of-date, especially when it is compared with technical innovation after the development of the industry.

The following problems should be solved in order to improve the curriculum in technical high schools. Current educational aims in a technical high school neglect the development of human nature. It is necessary to reorganize the curriculum that is too minutely subdivided. It is necessary to maintain the flexibility in organizing subject matters and also to solve the estrangement between theoretical subject matters and practical subject matters. It is necessary to equalize facilities for practical experiments. It is necessary for skill examination to change from emphasis on academic ability to emphasis on actual ability needed for the competitive society. It is necessary to improve the methods of student selection and career guidance.

KER. 000131

A Study on Students' Interests and Needs of Educational Programmes in Secondary School

Gui Duk Ahn et al.

Educational Report No. 131

KEDI, 1980, P. 95, Korean

Des. – Psychological Characteristics of Adolescents, the Role of School Education, Function of School Education.

Ide. –

Study on students is indispensable to the curriculum development because education aims to 'cultivate the students mind and behaviour. This study is one of the basic studies for the development of middle and high schools, focusing on the students' school lives together with their motivating interests and demands.

Questionaires were distributed to 46 boys' and girls' schools from which we selected (grade 3 of middle schools: 1189 students, and that of high schools: 1719). The results of those questionaires were divided and specifically explained. The major findings will be utilized all over the fields of curriculum development. They are establishment of the objectives of educational curriculum; definite classification among different levels: readjustment of each subject; The futherance of relevant contents of each subject; The betterment of educational devices for the improvement of career guidance.

KER. 000132

Toward the Normalization of School Education by Eliminating Private Tutoring

Young Chul Kim et al.

Educational Research Report No. 132

KEDI, 1981, P. 236, Korean.

Des. – Private Tutoring, Over-heated Tutoring Practices.

Ide. –

The over-heated enthusiasm for private tutoring not only hinders all-around development of students but incapacitates the nomal functions of schools and imposes heavy financial pressures on parents. The purpose of this study was to eliminate the abnormal practice of private tutoring at its root and to explore a comprehensive policy scheme that would restore schools to normal functions.

A survey conducted in 1980 revealed that 147,000 students (14.9%) of a total of 983,000 received private-tutoring of one form or another after regular classes.

A comprehensive policy scheme has been developed to eliminate private-tutoring. It is divided into educational policy and social policy. The former included specific measures for a balanced development of higher education, reforms of the college entrance examination system, improvement of educational environment in schools, and increased investment for educational development. The latter provides for an improvement of employment policy, re-orientation of value system related to education, and regional balance in national development. And this report also included the background of "Educational Normalization Measures" by the counsel of National Security, and resultative problems from the practice of those measures. However, it handed over the problems of college graduation quota and student's guidance after the prohibition of private tutoring to the

other special studies according to their priority.

KER. 000133

Report on the Development of the Draft for National Curriculum

Se Ho Shin et al.

Educational Research Report No. 133

KEDI, 1981, P. 109, Korean

Des. –

Ide. –

KEDI has been continually conducting studies on the curriculum development for kindergarten and for primary, middle, and highschools at the request of MOE since the latter half of 1978.

And after the synthesis of those studies, KEDI finally handed in a study report, "Basic Studies on the Improvement of Primary and Middle schools curricula." On the basis of previous studies, KEDI developed curriculum revision (general remarks) of kindergarten, primary schools, and middle and highschools.

In addition, it handed in the report which specified the amended curriculum (general remarks) and its causative background. This amended curriculum (general remarks) include the educational objectives, educational organization and unit class allotment and managerial principles which will contribute to the cultivation of ideal men for the new society.

KER. 000134

A Study on Basic Learning Skills of Kindergarten Children (III) – A Technical Report on the Preliminary Validation of School Readiness Test –

Yun Sup Lee et al.

Educational Research Report No. 134

KEDI, 1981, P. 193, Korean

Des. – Criterion-Oriented Test, Learning Readiness Test, Predictive Validity, Construct Validity, Reliability, Item Analysis

Ide. –

This study was conducted to analyze the goodness of School Readiness Test (SRT) developed in the previous study (Lee et al., 1979). Estimation of reliability and validity of both norm-referenced measurement (NRM) and criterion-referenced measurement (CRM), item analysis and norm establishment were main purposes of this study.

The SRT used for the study was a criterion-referenced test experimentally developed based on the content analysis of early childhood curriculum of home and abroad and existing school readiness tests in the U.S. It was consisted of 86 items according to five basic skills such as orientation toward environment, coordination, discrimination, memory, comprehension and concept formation. The cut-off score of the SRT was 80% of the total scores, and the test was individually administered for about 20 minutes.

Method and Procedures

In order to estimate the predictive validity of tests, 102 second graders who took tests at the kindergarten two years ago were sampled. Eighty-six children were selected from four kindergartens in Seoul to estimate coefficients of split-half reliability, internal consistency and construct validity and to analyze items and establish the norm. Among these children, 25 pairs of students who are matched by sex, age, parents' educational level and birth order were selected for estimating test-retest reliability. First group of 25 children were tested on May and November of 1979, and second group were tested on the same months of 1980.

Criteria used to test the predictive validity were 1st and 2nd graders' achievement scores on all subjects and the rating scores on the Scale of Learning Disabilities (SLD). The scale was composed of 42 items rated by the teachers, and its split-half reliability coefficient was .988.

All the subjects in this study were individually selected and predictive validity on the SRT are shown in Table 1. Especially in the reliability, three kinds of coefficients were estimated for both NRM and CRM.

Inter-correlation coefficients of sub-area of SRT estimated when testing construct validity were 16 to 62 in May and .01 to .35 in November. In the item analysis, the average index of item difficulty was above 80%, and that of item discrimination was .23 in May and . 32 in November respectively.

Above results denote that the overall predictive validity of the SRT is relatively low and the reliability in May is relatively suitable whereas it was pretty

low in November. These unsatisfactory results may have been due to the reduction of variance and the lack of systematic kindergarten education for the basic learning skills. In addition, test norm with T scores and percentile score were established for K-attenders in Seoul. As a result of the study, the school readiness activity program which includes such areas as logical thinking, space relation and tactile discrimination was suggested for the practitioners.

KER. 000135
A Report on the Development and the Application of the Instructional Process Model for Foreign Language Teaching.
Hee Sook Lee et al.
Educational Research Report No. 135
KEDI, 1981, P. 69, Korean
Des. –
Ide. –

This study was conducted between 1979 and 1981 at the request of MOE. And, it aimed to pursue 'the improvement of instructional process model for foreign language teaching'.

This field check of teaching-learning models for the 1st and 2nd grades of middle schools showed the following results.

- They contributed to diminish teacher's teaching preparation burden and the individual differences between teachers, because they clearly identifies the objectives, materials and methods of teaching.
- They became appropriate models to Korean educational conditions through the integration and analysis of new theories of foreign language teaching.
- They contributed to the instructional methods through the consideration of linguistic phenomena and activities of 4 physical organs especially among activities done at different times.
- They contributed to the improvement of student's communication ability in foreign language through proper production and distribution of teaching learning guidance materials regardless of teacher's insufficient conversation ability and teaching skill.
- They suggested new methods to teacher's reading guidance through the development of a new teaching method for the cultivation of instant reading and translation ability.

KER. 000136
A Study on the Improvement of Service Delivery System for Exceptional Children.
Sun Bo Kang et al.
Educational Research Report No. 136
KEDI, 1981, P. 130, Korean
Des. – Special Education
Ide. –

Special education in Korea has many problems. More specifically, they are as follows: 1) unclearness of the number of exceptional children, 2) scarcity of special public schools, 3) inadequate nature of early and secondary education for exceptional children, 4) showing excessive enrollments in special schools compared to normal schools for each school level, 5) very low percentage of school attendance of exceptional children, 7) poor curriculum for exceptional children, 8) lack of quality of special teachers, and so on.

This study focused on two problems that are considered to be among above problems: 1) early discovery and education of exceptional children and 2) training system of specialists for special education.

Therefore, the purpose of this study is to gain some suggestions for the improvement of the service delivery system for exceptional children in Korea through the comparative analysis of service delivery systems in other major countries.

According to the comparative analysis of major countries and literature study on service delivery system for exceptional children, the following suggestions were made for the improvement of the service delivery system in Korea.

First, it is demanded that laws and regulations related to exceptional children should be reorganized and strengthened. The exceptional children have their own individual personalities and basic rights to enjoy their lives as human beings. And, all exceptional children have the right to have an equal opportunity of education according to their abilities.

Second, the establishment of a national system for early discovery and education of exceptional children is urgent in order to compensate for their handicaps through the proper medical care, physical therapy, and early special education.

Third, it is demanded that scientific screening procedures and various tools for identifying exceptional children should be studied and developed.

Fourth, higher education programs which train special teachers and the therapists should be systematized and improved. And criteria on the certificate for special education teachers and therapists should be strengthened.

Fifth, some special education subjects should be included in all kinds of teacher education programs.

Sixth, re-education for special teachers and therapists should be strengthened.

KER. 000137

A Factor Analysis Study on the Cognitive Processes for Low Achievers

Yun Sup Lee et al.

Educational Research Report No. 137

KEDI, 1981, P. 95, Korean

Des. – Intellect, Information Integration Theory

Ide. –

1. Purpose and Problems

In recent years there has been an increased interest in "process-oriented approach" to the cognitive behavior. Boradbent (1958), Miller (1962), Carroll (1976), Flavell (1977), Sternberg (1979) and Das, et al (1979) have presented the "information-processing models" to explain human cognitive processes. Among them information-processing models stemming from Luria (1966, 1971) and evolving from a succession of factor analysis studies by Das, et al (1979) is one of the models which furnishes the biological entities of cognitive processes.

Luria (1971) described the brain functions as arousal, coding and planning. Coding function was divided as two modes of integrating information simultaneously and successively. Based on this systems of brain function, Das and his colleagues (1979) have conducted a series of fact or analytic studies and extracted simultaneous, successive and planning factors from the conventional cognitive tests such as Progressive Matrices, Digit Span, etc.

As a replication study of Das and his colleagues works, the present study was designed to confirm the existence of cognitive process factors among Low achievers, high IQ and normal students, respectively.

2. Procedures and Methods

Subject:

Four independent groups were the subjects for the present study: 50 low achievers, 52 high IQ and normal students (60 third and 64 eighth graders). Low achievers were those students whose achievement were below the acceptable minimum performance at the end of the first term. High IQ students were those whose IQ were above 130 on the General Intelligence Test (Kim, 1965).

Instruments:

Cognitive tests used in confirmative factor analysis were as follows:

- Figure Copying
- Memory for Design
- Digit Span
- Auditory Serial Recall
- Trail Making
- Words Fluencies

The following tests were added for exploratory purposes.

- Concealed Words
- Words Analogies
- Story Recall

Procedures:

Instrument 3, 4, and 5 were administered individually in each group, and others through group tests. The data were analyzed by Principal Component Analysis method and three factors were extracted and rotated orthogonally by VARIMAX ROTATION technique.

3. Research Findings and Conclusions.

Trail Making which loaded on planning factor in previous studies (Das, et al., 1979), loaded on both planning and simultaneous factor in present study. The subjects in present study were apt to utilize simultaneous processes in addition to planning processes in Trail Making Task.

It was found that the factor structures were similar for both High IQ and Normal group with those for LA group, and the three factors that

emerge were successive, simultaneous, and planning processes (the table was omitted in this section).

However, the planning factor showed a somewhat different structure for each group. From this fact, it is necessary to explore more tests which loads more purely on the planning factor.

The result of exploratory factor analysis showed that Concealed Words and Story Recall did not load on anyone of three factors, but Words Analogies loaded significantly on planning factor. It is questionable whether CW and SR need the fourth factor that has no relationship with three factors identified above, or they need three factors compoundingly.

Some practical and experimental implications of the present study were discussed in the main text.

KER. 000138

Determinants of Educational Differences Among Secondary Schools in Korea.

Byong Sung Kim et al.

Educational Research Report No. 139

KEDI, 1981, P. 227, Korean

Des. – Educational Differences.

Ide. –

This study is concerned with how the educational differences in school's achievement are caused by the combined effect of school background variables (input variables) and school system variables (process variables).

This input variables of school education consisted of the personnal background of school memoers (principal, teachers, and students), school differences (school size, school stability, teacher's proffessionalization, average intellegence, and school tradition) while process variables stemmed from school social system, curriculum composition and its management between school and society, correlation school, learning climate, and density of classroom interaction.

85 high schools and 85 middle schools were sampled by the multi-stage stratified cluster sampling. And the consequent data were collected through questionaires for the equal development of education and mathematics achievement tests.

The final analysis of these data was based on the mean score of each school unit according to each previously measured variables.

And its research findings were analyzed by concentrating on the following factors.

- School differences in the educational input variables
- School differences in the educational process
- Current status of the variances in secondary school achievement.
- The analysis of correlative variables between the academic achievement and educational achicvement.
- The cause and result modeling of correlative variables in the educational differences.

The resulting conclusion, from the aforementioned findings are divided into three parts: current educational differences in the secondary education, academic achievement and educational differences; the analysis of correlative variables.

Additional explanation was given to each parts. As for the educational strategies and policy making;

- Both school and non-school factors ought to be considered for the diminution of educational differences and for the improvement of educational effect.
- The upward equalization of secondary education is necessary in accordance with the expansion of regions where it is practiced.
- The equalization of teacher's quality among schools is necessary to promote the overall improvement of teacher's quality.
- The improvement of learning environment of each school is also indispensable to the equalization and development of secondary education.
- Equal amount of interaction between teachers and students is desirable.
- Overall development of learning levels is needed among the rural villages, techinical schools and coeducational schools in terms of the input, the process, and the output of school education.

KER. 000139

Research and Development of New Textbooks and Teacher's Guides.

Byong Sun Kwak et al.

Educational Research Report No. 139

KEDI, 1981, P. 270, Korean

Des. –

Ide. –

KEDI conducted a development research for the 4th Amendment Plan of Educational Curricumum, and on the new textbooks which will be used by all grades of primary school children and by some greade of middle and high schools.

KEDI's curriculum amendment proposal was, through MOE's consultation, finally announced as a 442 Articles of Notice. As for the new textbooks, they will be disseminated across the country from 1982.

This study report aims to describe the research on the whole curriculum of 1st-3rd grades of primary schools, and on partial curriculum of its 4th-6th grades, and some curriculum of secondary schools.

In other words, it is witten on the main methods and principles which guided KEDI's research and development of those curricula.

The models for the research and development of textbooks consist of five stages, namely, (1) Basic study (2) Development (3) Field Check (4) Correction and Complementation (5) Distribution and Quality control.

And their characteristics are as follows:

- They faithfully follow the original spirit, objective, and content of a new curriculum.
- They shortened and adjusted the textbook contents and made their levels relevant to each stage.
- There were extensive participation of manpower from the correlative fields of profession or schools. The validity, applicability and utility of the new textbooks were made much higher through the field test.
- Teaching-Learning principles and formalities of which the result was tested, were applied to the curriculum exposition and organization.
- Probable improvement measures were tried on the physical system such as sentences, illustration, colors, and size.

KER. 000140

A Report on the Field Trial of Textbooks and Teacher's Guides for Elementary School (I) for 1st-3rd Grade.

Jong Ha Han et al.

Educational Research Report No. 140

KEDI, 1981, P. 113, Korean

Des. –

Ide. –

KEDI, at the request of MOE, studied and developed primary textbooks which were utilized annualy since 1982. The purpose of this report was to describe the study on the field trial of textbooks for 1st-3rd grade students of elementary schools.

For this study, 12 attached schools to junior teacher's colleges and teacher's colleges together with other 23 schools which represents so-called regional variances were sampled.

Those who personally participated in the sampling consisted of 515 teachers and 25,582 students in 1st-3rd grade. In addition, supervisors, researchers and 4 criterion schools were also selected. In order to collect materials for the supplementation and revision of textbooks, we applied intensive-study-textbooks to the cities and provinces except Seoul, Pusan, and Cheju to which we applied textbooks of all subjects. Main methods used for the investigation of desirable field application processes and conditions of trial textbooks are advanced teacher training field guidance, interview survey, questionaires, opinion gathering, and school status examination. Major improvement measures derived from this field trial were as follows;

- Improvement of experimental textbooks.
- Field application of experimental textbooks.
- Undiscovered utility of experimental textbooks.
- More positive administrative and financial support to field trial.

KER. 000141

The School System: Major Problems & Future Directions.

Young Chul Kim et al.

Educational Research Report No. 141

KEDI, 1981, P. 375, Korean

Des. – School System

Ide. –

This study is intended to assess the relevance of the present school ladder system and to diagnose overall problems contained in the current school system. We analysed the process through which the present school ladder system has been developed before diagnosing its problems. The problems of the present school system are:

- Insufficient quantity of compulsory education.
- Limited educational opportunity
- Inequality of educational opportunity among localities and social strata
- Disregard of individual differences in school education.
- Limited choice of schools.
- Limited transfer among schools.
- Rigid classification of school system

On the other hand, we can summarize the future characteristics of national development and educational tasks as follows :

- the rapid industrialization of modern society.
- the open-door socio-economic system.
- the rapid implementation of public welfare.
- the acclerated socio-cultural changes.
- the realization of democratically reunited government in Korea.

For the survey of reform trends of school systems in other advanced countries, we investigated the multi-graded system of European countries and the single-graded one of U.S.A. classifying them into pre school, primary, secondary, and higher education, and social education. On the basis of the problems in the present school system, trends of educational innovations in advanced countries and the future direction of national development, we elicited following development tendency of school system.

- Expansion of educational opportunity.
- Rearrangement of school system.
- Improvement of student selection system.
- Improvement of school system operation.

KER. 000142

Social Construction of Schooling: Dominant Patterns and Conflicts. - Summary and Major Conclusions

Jong Jae Lee et al.

Educational Research Report No. 142

KEDI, 1981, P. 266, Korean

Des. – Social Behavior Theory, Educational View

Ide. –

This study was conducted as part of the research project to develop a system of indicators for educational development in Korea, which raise a question of how we could redefine the goal and objectives of educational development for 1980's. This study turns its attention to people's view, opinion, perception and value jedgement of education and schooling in the context of development and social change in Korea. This formulates the background of this study. Theories of social behavior and of educational change, conceptual framework of social construction of schooling were reviewed as theoretical guidelines for this study.

This review results in indicating four major components of constructions of schooling. Namely they are: (1) normative value judgement of education, (2) expectation of the functions of schooling, (3) expectations and demand for the schooling, and (4) perception of the reality in education.

This study defines the view of education, the most used but ambiguous term, as social constructions of the reality in schooling. This definition is based upon a view of the world as socially construed and can, therefore, be called a "constructivist" model of social forces in education.

Based on this definition and characterization of social constructions of schooling, four kinds of perceptions are dealt with in this study as major components of the constructions of schooling. They are: (1) perception of the values and goals of schooling, (2) perception of the situation-context of schooling, (3) evaluation of the policies and strategies in the operation of the school system and (4) perception of the issues and educational problems.

KER. 000143

Revised Curriculum for the Kindergarten – Final Progress Report –.

Hye Jung Park et al.

Educational Research Report No. 143

KEDI, 1981, P. 105, Korean

Des. – Kindergraten Curriculum.

Ide. –

The present official kindergarten curriculum has been practiced for years. The need for updating the present curriculum came from various sources.

Firstly, the kindergarten curriculum should be sequentially integrated into the primary school curriculum which is now being revised.

Secondly, even though the history of pre-school

education in Korea is 80 years old, only the present Government, for the first time, showed determination to expand the kindergarten experiences to all the children. Therefore, it is necessary to reconsider the present curriculum in detail.

In the process of revision, approximately 400 teachers, administrators, and professors were involved in formal workshops, seminars, debates, interviews and in answering questionnaires. Furthermore, about 15 representative curricula and program models were reviewed and analyzed.

As a result, a new official curriculum for kindergarten was recommanded and approved to be promulgated by the Government as of December 31, 1981.

The English version of the full text of the new kindergarten curriculum will be available with a separate text.

KER. 000144

The Exploration of Policy Directions for the Improvement of Educational Personnel Administration.

Chung Wha Suh et al.

Educational Research Report No. 144

KEDI, 1981, P. 175, Korean

Des. – Educational Personnel Administration System.

Ide. –

KEDI, at the request of MOE, carried out a research on the improvement of educational personnel administration. This study is focusing on the imporvement of environmental factors which allows classroom teachers concentrate on teaching, on enhancement of teacher's quality and professionalism, on the supply of high-quality-teahcers and rationalization of personnel administration.

First we reviewed the transitional process of educational personnel administration system in Korea and then analyzed it with comparison to the personnel management system in advanced countries. Next, we surveyed current major problems in the educational personnel administration system with causes diagnosis. In addition, we offered some policy directions, clarifying policy tasks concretely.

We expect the conclusion of this report to contribute to the betterment of educational personnel administration system. The system ought to induce and deepen the professionalization of teachers, thereby establishing a professional environment of teaching. And it should put emphasis on the marked improvement of teacher's socio-economic status.

In such an innovative system, teachers will be able to devote themselves to life-long teaching with nobler feelings of mission.

KER. 000145

A Study of Self-Concepts and Values of the Korean Adolescents As Related to Environmental Factors.

Jae Chang Lee et al.

Educational Research Report No. 145

KEDI, 1981, P. 302, Korean

Des. – Adolescents, Social Environment, Self-Concepts, View of Value

Ide. –

The purpose of this study was to find out self-concepts and values of the Korean adolescents as related to environmental factors. More specifically, this study was conducted to fulfill the following objectives:

- To find out differences in self-concepts and values of the adolescents by different groups, age, and sex;
- To examine the influence of environmental factors on the self-concepts and values of adolescents; and
- To explore relationships among environmental factors.

Method and Procedures

The subjects for this study were selected through the stratified cluster random sampling from three traditional-educational cities, three newly developed industrial cities, and rural areas adjacent to these six cities.

The sample consisted of 5,026 adolescents. Of the 5,026 subjects, 1,585 were middle school students; 1,597, high school students; 435, college students; 259, industry-run middle school students; 515, industry-run high school students; 338, working adolescents; 101, adolescents in the reformatories; 90, adolescents in the orphanages; and 106, adolescents in the correctional institutions.

The Tennessee Self-Concept Scale by Fitts (1965) and Value Survey by Rokeach (1973) were used to measure self-concepts and values of adolescents respectively.

The major findings of this study are as follows:

- The self-concepts of adolescents were significantly different on the basis of geographical areas. Adolescents of Urban areas tended to have more positive self-concepts than did those of rural areas. Moreover, adolescents from traditional cities with better educational and cultural facilities scored higher on self-concepts than those from newly developed and industrialized cities.
- Students of formal educational settings showed higher self-concepts than did those of non-formal educational settings. Among these students, college students scored highest.
- The self-concepts of adolescents didn't show a significant difference by sex.
- The self-concepts of adolescents were significantly different by age. Older subjects showed more positive self-concepts than did younger ones.
- The self-concepts of adolescents were not significantly different by parents' religion.
- Adolescents from the family with higher soico-economic status had significantly higher self-concepts than did those from the lower class family.
- The self-concepts of adolescents were also found to be significantly different on the bases of growth place, residing area, decision-making styles in the family, and parents' attitudes toward friends.
- Adolescents in general rank-ordered "family security," "a sense of accomplishment," and "true friendship," as first, second, and third for terminal values. For instrumental values, "ambitious," "honest," and "capable" were ranked first, second, and third and this result was consistent with all groups.
- Adolescents of Urban areas ranked higher on material-and self-oriented values than did those of rural areas.
- The three value items which adolescents in formal educational settings ranked highest were "family security," "a world at peace" and "a sense of accomplishment. For college students, "self-respect" was ranked fourth, while adolescents who are not attending formal schools chose "a comfortable life" second after "family security."
- The values of adolescents showed different trends by age. Getting older "family security" was regarded less important than "a sense of accomplishment," "self-respect," or "mature love."
- The values of adolescents didn't differ significantly by parents' religion.
- The values of adolescents showed a signficant difference by socio-economic status of the family. "A comfortable life," "pleasure," and "clean" were ranked higher by adolescents from the family with low socio-economic status, while self-realization-oriented values such as "a sense of accomplishment," "social recognition," and "self-controlled" were considered more important by those from the high-status family.
- There was no significant correlation between the socio-economic status of the family and the family atmosphere.
- The family atmosphere correlated significantly with the interpersonal relations between parents and children.
- The self-concepts of adolescents were correlated significantly with the family atmosphere and the interpersonal relations between parents and children. Adolesoents with affective parents showed the highest positve self-concepts, and adolescents with dominant parents had higher self-concepts than did those who have parents with indifferent attitudes toward their children.
- There was a significant correlation between interpersonal relations and value items of "a comfortable life," "happiness," "mature love," "pleasure," "self-respect," and "wisdom."

KER. 000146

A Study on the Educational Programs for the Gifted Children.

Yun Sup Lee et al.

Educational Research Report No. 146

KEDI, 1981, P. 167, Korean

Des. – Education for Gifted Children, Educational Curriculum for the Gifted, Learning Activities of the Gifted Children.

Ide. –

The purpose of this study is to develop the educational programs for the gifted children in elementary schools and to evaluate their feasibility by measuring their effectiveness and discovering probable practical problems.

This study adapted Enrichment Programs of Marine Science, Electricity, Language Art, and Art which is for the gifted children in North Kitsap School District, Washington to the Korean educational circumstances.

The curriculum for each of the programs developed follows a specific format where students develop new skills and expand already acquired skills according to a hierarchy of steps including skills awareness, acquisition, mastery, application, and sharing. Throughout each of these phases higher level thinking skills such as analysis, synthesis, and evaluation are emphasized. Students work on skills of elaboration, originality, divergent thinking and problem solving which are expedingly stressed in the skill application phase.

A small scale demonstration was performed with 40 students in 2 elementary schools for 5-6 weeks.

We selected gifted children according to their intelligence, creativeity, learning habits, behavioral characteristics, and assigned them into 4 programs according to their interests, academic achievements, and aptitudes.

The teachers for the gifted were trained for the demonstration on the characteristics of the gifted children, the objectives and its main approach of this program.

After the demonstration, gifted children, teachers, parents evaluated children in relation to their performances at the start of the program.

Overall evaluation result was positive, especially in cognitive domain. The students who were assigned to the Electricity Program evaluated themselves improved more than any other children. Cognitive area was more improved than affective domain expecially in knowledge. On the contrary the parents discovered more improvement in their children's affective domain.

The response to the program practice was positive, and still more asked to practice more program for a longer time.

Some problems discovered during the demonstration were such as the lack of the current programs for the gifted children, disintegration between the gifted and normal children because of the special grouping, attention difficulties because of the long hours of one class, high level vocabulary of some teachers, the lack of understanding on the special education of the gifted children, and the lack of administrative and financial support.

KER. 000147

A Phonological Research on Korean Language Development (II)

Kyung An Kwon et al.

Educational Research Report No. 147

KEDI, 1981, P. 77, Korean

Des. – Phonological Development

Ide. –

This research was designed to investigate the phonological development of Korean vowels among 20 young children, aged from 3:3 to 5:5.

Spontaneous speeches were tape-recorded in a variety of natural settings. All of the language samples were transcribed into the wide phonetic transcription by three specially trained graduate students. Among the transcribed materials, 166 words were selected to find the rate of articulation in the two phonetic environment, word-initial and word-medial position, and all of the suffixes were selected to find that in the morpheme boundary.

Some of the major findings were as follows:

- Aside from/ɸ, y, w/, all of the cardinal vowels were acquired before the age of 3 years. The reason why the phonemes/ɸ, y,/ were not acquired at the age 5:5 is that in adult language /ɸ/ was pronounced into (we, e),/y/ was pronounced into (wi, u, i)
- /w/ construction series will be acquired after the age 5:5
- The rate of articulation in the word-initial position was higher than that of articulation in the word-medial position
- The sequence of vowel aquisition was presumed to be a-i-u- -e-o-i-a.

KER. 000148

A Study on Phonological and Vocabulary Development of Preschool Children.

Kyung An Kwon

Education Research Report No. 148
KEDI, 1981, P. 243, Korean
Des. – Language Development, Phonological Development, Vocabulary Development,
Ide. –

KEDI has been performing phonological, vocabalary and structural development from 1979 to 1980. And this study took chiefly the expressive aspect of language into consideration. This study was conducted to make up for the various limits of the previous study, analyzing the phonological and vacabulary development of Korean children aged from 3:6 to 6:5 in a intersectional way.

Based upon the presense of locality, age, and preschool education, we sampled 453 children in day-care centers among Seoul, Kyunggi, and Kangwon areas through a sequential random sampling. Besides, 4 individual tests – Articulation Test, Sound Discrimination Test, Expressive Vocabulary Test, Comprehensive Vacabulary Test – were practiced.

The order of testing was Expressive Vocabulary Test, Comprehensive Vocabulary Test, Articulation Test, and Sound Discrimination Test, and the result analysis was electronical calculated, utilizing the SPSS program in accordance with the age of the sampled.

Major findings and conclusions were divided and summarized into 4 research problems.

- the variables which affect the phonological and vocabulary development
- The correlation between linguistic levels.
- Phonological development
- Vocabulary Development

And the appendix includes the catalogue of test instruments and phonological and vocabulary tests abroad.

Miscellaneous

KEDI Educational Research Report

1972~'81

000001~000125

MER. 000001

Educational Planning for the Long-Term Supply of Teachers in the Elementary and Middle Schools

Yoon Tai Kim et al.

Misc. Educational Research Report No. 1

KEDI, 1973, P. 122, Korean

Des. – Elementary and Middle School Teachers, Estimation of School Students, Estimation of the Supply of Teachers, Planning of the Supply of Teachers

Ide. –

The aim of this study is to make a long term plan for demand and supply of teachers from 1972 to 1986 for the entire nation in order to ensure the qualitative growth of teachers through the reasonable supply of teachers at the appropriate time.

In order to determine various factors related to the establishment of this plan, several materials on population, school population, and teachers' movements are researched and analyzed. That is, through the analysis of the ratio of population increase and of the ratio of School entrance, the future school population is estimated; and through the analysis of the estimated school population and of the ratio of teachers' retirement, future demand for new teachers is estimated. In addition, through the consideration of the percentage of pre-teachers' withdrawal from college and of the percentage of teachers' employment, supply scale is estimated on the basis of the demand for new teachers.

In order to materialize the estimated supply scale of teachers, a few plans are built, and used in the personnel policies of teachers. This plan is characterized by regional plans with considerations for regional peculiarities in order to correct the regional inequality of teachers, and to plan teachers' supply reasonably. Irrespective of the existing supply plan of teachers, a plan is made according to each city and province and each locality. Colleges for secondary teachers have been centered around Seoul and Pusan until recently. But, this plan aims to disperse this centralization into each province. Various statistical data are presented in this research and complete statistical data related with this research are presented in appendix.

MER. 000002

Project of Family Planning and the Qualitative Development of Education

Hak Bong Koo et al.

Misc. Educational Research Report No. 2

KEDI, 1973, P. 47, Korean

Des. – Project of Family Planning, Qualitative Development of Education, Unit Expenses for Schooling, Expansion of Educational Opportunities

Ide. –

This research aims to know the influence that a 10 year family planning and the change of population according to this plan give to such qualitative growth in education as the number of students, the investment of facilities, and the supply of teachers and investigation.

Various family plannings are presented in this study which have been done by both governmental and non-governmental agencies. The annual rate of population increase declined from 3%(1960) to 1.8% (1972) as the result of the family planning that has been done with ₩3,400,000,000 of the national treasury and ₩3,000,000,000 in foreign aid funds.

Family planning influences the qualitative growth in education in the following ways. The number of students to be admitted in each class is tended to decrease. Unit educational expenditure per elementary school student is increased and the education budget becomes stabilized. The increase of the unit educational expenditure and the stability of educational finances make us pay attention to the improvements in the wellbeing of elementary school students. This contributes to the expansion of the educational opportunity.

The following suggestions are made upon the research. Family planning schould be emphasized more and the method of population control through school education should be sought with a long-term viewpoint.

MER. 000003

Theoretical Background of the Diffusion of Educational Innovations

Sang Joo Lee et al.

Misc. Educational Research Report No. 3

KEDI, 1973, P. 108, Korean
Des. – Dissemination of Educational Innovations, Directions of Educational Innovation
Ide. –

Researches for educational innovation, including that of KEDI, have been performed actively these days in Korea. On the other hand, developed research results should be applied to the instructional field so that we may see the actual effects; and for the efficient performance of the supply activity, a detailed preparatory plan about supply strategy is needed.

In this viewpoint, we want to develop reference materials for those who are interested in educational innovation both in theory and in practice. Four inter-related considerations are included in this book.

First, it should be preceded to decide the direction of educational innovation. Dr. Yungho Kim deals with the meaning of educational innovation, the necessity of educational innovation in view of problems in Korean education, the contents and direction of educational innovation under the title of "The Direction for Innovations in Korean Education". Secondly, Prof. Lee-Sangjoo, under the title of "The Process of Educational Innovation Propagation", presents 3 notional models that can analyze the improvement of Korean educational system in view of the theoretical standpoint of innovational propagation. In addition he shows major factors, problems, and stratagem that should be considered into our efforts to innovate education. Thirdly, under the title of "Educational Innovation in View of Systems Theory", Prof. Kim-Yongsik deals with the systems theory and system change, and discusses 3 methods of approach in systems change. Lastly, under the title of "The Supply of Educational Innovation in Social and Cultural Level", Prof. Han-Sangbok deals with sociocultural changes, human reactions to them, theoretical basis for innovation supply, socio-cultural backgrounds for educational innovation, and the continuance and discontinuance of diffusion of educational innovation.

MER. 000004
Cases of Educational Innovations in Korea
Sung Yun Jeon et al.
Misc. Educational Research Report No. 4
KEDI, 1973, P. 175, Korean
Des. – Educational Field, Educational Innovation, School Management
Ide. –

Since the foundation of KEDI in August, 1972, several educational innovations are tried for innovations in Korean education.

But in trying systematic and comprehensive educational innovations, it is necessary first to pursue the cases and contents of educational innovations in the field. Each case is, though it may be sporadic and fragmentary, the product of in-service teachers' wisdom and earnestness. Thus, the compilation of it may become the! basic research materials for the successful pursuit of research by KEDI.

The standards to be decided as a case are as follows: The nature of innovational practice itself, educational meaning, the possibility and easiness of propagation, whether to use expert knowledge in that field.

It is difficult to explain selected cases with exactitude because they are diverse and many-sided, so the rough nature of selected cases is as follows: The case of innovation on the method of learning, the manufacturing and the use of teaching-learning materials, school administration, Class administration, school control under each Board of Education, materials for special education, living direction and factors related with out of school education.

MER. 000005
Analysis of Vocabulary in the Authorized Textbooks for Primary School
Sang Geum Lee et al.
Misc. Educational Research Report No. 5
KEDI, 1973, P. 60, Korean
Des. – Authorized Textbooks for Primary School, Vocabulary Analysis
Ide. –

This book is a research report performed by Human Development Research Institute of Ewha Woman's University with a research contract with

KEDI.

In this study, vocabularies in 41 textbooks for elementary schools are analyzed. The following research methods are adopted during the process of research: To extract vocabularies through a card classification for each school grade and each subject matter, to make a table through the classification of word class for each school grade and each subject matter refering to Great Korean Dictionary by Lee-Heeseung, to classify classificatory vocabulary into 5 parts and to make a table for each subject matter, to extract foreign vocabulary separately for each school grade and each subject matter and to arrange it by the card classification method in order to make total items of foreign vocabulary. In the table of total items of vocabulary, a vocabulary number is assigned to each word and the frequency is shown for each school grade and subject matter.

Analyzed contents are as follows: to make a table for the frequency of used words, to analyze vocabulary for the word class, analysis on the items of word classification and to analyze foreign language.

MER. 000006
New Community Education
– Theory and Practice –
Bang Hyun Lim et al.
Misc. Educational Research Report No. 6
KEDI, 1973, P. 180, Korean
Des. – New Community Education, Localization of School Curriculum
Ide. –

Some years have passed since the start of the New Comminity Movement for national modernization. In-service teachers and students have endeavoured to drive this movement successfully under the name of "the new community education" in spite of difficult conditions.

But in-service teachers and administrators who take charge of the new community education in the field are endeavouring to find the ways that the new community education contributes to the new community movement more efficiently.

This book collects the articles by experts who have studied in this part. This book aims at the following: To identify the problems in the new community education programs systematically and to present the whole perspective on the new community education, to put emphasis on the points that may be easily forgotten during activity, and to present new aspects.

The topics treated in this book are as follows. The backgrounds of the new community movement, the basic spirit of the new community movement, the characteristics and aims of this movement are treated as the backgrounds of the new community education in chapter 1. The theoretical basis for the new community education is discussed in chapter 2. Various factors related with the status of the new community ducation programs are treated in chapter 3. In chapter 4, cases related with the new community education programs are dealt with.

MER. 00007
The Conceptualization of Latent Educational Curriculum
Woon Sik Chung et al.
Misc. Educational Research Report No. 7
KEDI, 1973, P. 90, Korean
Des. – Latent Educational Curriculum, Affective Learning, Latent Curriculum Model for Schools
Ide. –

This study is performed by Prof. Woonsik Chung under a research contract with KEDI.

A reference table is tried on the conceptual level on latent curriculum. Some problems are raised through the conceptual manipulation of latent curriculum and model foundation in this study.

In order to accomplish the aims of the research, the following things are discussed. This study is divided into two parts, one is the learning of affective characteristics and the other is the model of latent curriculum. In the learning of affective characteristics, the conception of affective characteristics and the formation and change of affective characteristics are discussed; and in the model of latent curriculum, the evaluation of curriculum is discussed.

MER. 000008
Exploration in the Educational Policy for National

Unification of Korea
Yoon Tai Kim et al.
Misc. Educational Research Report No. 8
KEDI, 1973, P. 138, Korean
Des. – Training System for the Primary School Teachers, Increase of Women Teachers, Probrems of Male and Female Teachers, Educational Practice
Ide. –

This study aims to analyze various factors that should be taken into consideration in building educational policy for unification. Not only the educational system but also the political, economic, social and cultural systems of North Korea are compared with those of ROK. We also tried to discover the meaning of educational policy.

This thesis is a primary step toward an ideal educational policy for unification. The organization and foundation of educational policy for unification should be followed in each area.

But the limitation of this study is that of interpretation because only limited materials related with North Korea are used. The following directions in educational policy for unification are thought of upon the facts that are discovered through this study.

Educational ideals for the settlement of Korean democracy should be built on the viewpoint of the succession and development of the legitimacy in national history. Educational contents and methods should be developed to cultivate the power of correct judgment and of correct analysis about the organization in North Korea. Educational programs should be made to understand the economic system and economic conception of liberalism correctly and to devise rational economic activities and life styles. Elementary and secondary curricula should be re-organized toward the strengthening of scientific and technical education. The Scholarship system should be expanded to minimize the enrollment gap among social classes. A permanent research institute for political education should be organized.

MER. 000009
A Study on the Training System for Primary School Teachers
Choong Lee et al.
Misc. Educational Research Report No. 9
KEDI, 1973, P. 169, Korean
Des. – Training System for the Primary School Teachers, Increase of Women Teachers, Problems of Male and Female Teachers, Educational Practice
Ide. –

There are many problems in the teacher-training system. These include: entrance system, curriculum, the reasonable allotment of credit, the demand and supply of teachers, the percentage of male and female teachers. Among these problems, this stidy deals cheifly with "the problems related to the increase of female teachers" and "the problems related to the actual status of teaching practice" both of which have been largely neglected.

The reason why the problems related to the ratio of male and female teachers is selected as the topic of research, is to present reference materials for policy on school management and on the trend of increasing number of female teachers. This is because problems are expected in educational field after the women's debouchment into society and into educational field. And the reason why teaching practice is selected as the topic of research is to present an improvement after the grasp of the actual status and problems in teaching practice.

This study is, for convenience, divided into two parts. In part 1, the problem of male and female teachers after the increase of female teachers is discussed; in part 2, the actual status and problems in teaching practices are treated.

We will delete research results because they are enormous, and instead suggestions or improvements upon research results are presented as follows. Suggestions based on the reserch result of part 1 are as follows:

The incentive system of elementary school teachers should be improved. Various allowances should be given to male teachers. Stimulative system should be strengthened aginst some undesirable female teachers. The entrance quota of educational colleges should be re-organized in accordance with each sex. Problems of male teachers should be solved and the quality of female teachers should be raised through the strengthening of education in the colleges of education. Reexamination on the promotion of elementary school teachers is needed.

The self-contained classroom teacher system is relevant to lower school years and teacher system in charge of each subject matter is relevant to higher school years. Suggestions based on the research result of part 2 are as follows. Pre-directions in the colleges of education for teaching practices should be re-examined. Evaluations on teaching practices should be carried out reasonably. The efficient operation of teaching practices is needed. The time, credit, and period of teaching practices should be decided under uniform criteria. Certain criteria for the emphasis of teaching practice should be made.

MER. 000010

Exploration in the Goals of Korean Education

KEDI

Misc. Educational Research Report No. 10

KEDI, 1973, P. 270, Korean

Des. – Objectives of Education in Korea, Establishment of Educational Ideology

Ide. –

This booklet is the compilation of contents that were discussed in Academic Conference sponsored by KEDI in October, 1972 in order to decide the ideals of Korean education and to eastablish related aims. In that Conference, not only the educational experts but also experts in various other fields are invited to discuss the aims of Korean education.

Two kinds of approach are possible in discussing educational ideals and in establishing the aims: One is to seek educational ideals and aims directly through the analysis and synthesis of basic materials, the other is to develop a comprehensive stratagem for the settlement of educational ideals and of aims.

This study takes the latter method. Followings are presented for convenience of discussion.

- Such problems as "the absence of educational ideals" and "the loss of aims" are analyzed within the context of the whole curriculum system.
- A series of problems related with the choice of educational ideals or aims are examined.
- The problem of how educational ideals or aims are included in the curriculum is dealt with in view of the need for the integration of aims and means.

MER. 000011

Historical Background of the National Education Charter

In Soo Son et al.

Misc. Educational Research Report No. 11

KEDI, 1973, P. 307, Korean

Des. – National Education Charter, Historical Background

Ide. –

Some years have passed since the publication of the National Charter of Education to provide the directions of education for the creation of a new national history. Thus, it is not only helpful but also meaningful to identify the basic spirit of our history which was reflected in the National Chater of Education. Also, including this product into our new educational system of elementary, middle, and high schools would provide a solid basis for the development of a new educational system.

The spirits laid in the National Charter of Education are divided into the following in this study: The basis of creative spirit, the basis of frontier spirt, the basis of creative spirit, the basis of cooperative spirit, the basis of national spirit and the basis of the creation of a new history. In conclusion, through the investigation on how these spirits have formed and materialized in our history, we have attempted to examine the relevance of these spirits for our national history.

MER. 000012

Elaboration of Subjects in the Educational Curriculum for Primary Schools

KEDI

Misc. Educational Research Report No. 12

KEDI, 1974, Korean

Des. – Elaboration of Educational Curriculum for Primary Schools

Ide. –

Many new reforms are made in Korean education in accordance with the global movement toward educational reforms. So in the seventies, the reforms in educational contents became urgent. Therefore, the discovery learning by the student himself, instead of existing cramming education, becomes desirable.

The curricula in elementary and middle schools are re-organized in 1973 and applied to the instructional field following the curriculum reorganization of 1963. This study aims to develop learning materials gradually and to make the most of each subject matter learning with the use of the re-organized curriculum and the use of more detailed textbook contents. Also, through the discovery of errors existing in the current curriculum and textbooks, it becomes a subordinate aim to make reform materials in the future.

The research is chiefly performed through a literature review and sometimes through the advices of curriculum experts and the experiences of in-service teachers.

The result will be published by 9 kinds of reports. Because the researches have to make the detailed textbooks for each subject of the elementary school curriculum, 9 booklets are nessary. The aim of research in each booklet is the same, but peculiarities according to the respective subject matter appear to be different. The 9 subject matters are moral studies, Korean, social studies, arithmetic, natural studies, athletics, music, art, and practical studies.

MER. 000013

Study on the Designing of Standard Facilities and Tools Used in the Field

Se Ho Shin et al.

Misc. Educational Research Report No. 13

KEDI, 1974, P. 229, Korean

Des. – Standard Facilities of Field, Technique Class, Technical Education.

Ide. –

This study is one of basic researches on how to operate technical studies promoted by the government efficiently. This study aims to design the technical class appropriate to the Korean context, to standardize all kinds of equipments and facilities, to maximize effects of the experiments and to minmize the expenditure.

This study deals principally with the contents to design the best technical class after the consideration of several factors needed in the technical class. It is to examine how to arrange various equipments and facilities so that they be standardized and used effectively.

The procedures of this research are as follows. The factors that are needed to design the technical class are examined in 3 aspects, i.e., educational aspect, environmental aspect and human engineering aspect. Then, the drawing critieria of technical class are prepared and after these criteria the arrangement of each class is determined. Prepared arrangement is modified after the advice of experts and after the necessary facilities are selected and standardized.

The following are decided by this research. Technical classes are designed for male and female separately. For the male class, a drawing room, a wood-working room, the machinery room, and an electric room are included; for the female class, a sewing room and a kitchen are included. But in the case of schools with less than 8 classes, the circumstances are different. In the case for the male class, a technical class with various aims is desirable; for the female class, a home economic class is desirable. Next, equipments in each technical class and their arrangeements are discussed in order to provide help to the users with convenient usages.

Some points that should be taken into consideration in its practice are presented upon research result in this study.

MER. 000014

A Study on the Innovative Measures for the Management of Private Middle and High Schools

Yung Dug Lee et al.

Misc. Educational Research Report No. 14

KEDI, 1974, P. 189, Korean

Des. – Equalization of Quality in Secondary Schools, Measures for the Improvement of Private Secondary School Management

Ide. –

The equalization of middle schools become an important problem in educational policy after the reform of the middle school entrance system in 1968 and after the reform of the high school entrance system in 1973. But a half of middle school students enter private schools. Thus the equalization policy cannot be realized in full sense without the efficient improvement of private school management.

In this context, KEDI has initiated a research that aims to improve the operation of private schools (middle schools and high school) under the support of the Ministry of Education. Thus, this study is meaningful as a basic research for implementing the equalization policy.

As the research method, various materials related with historical survey, statistical data, and materials are collected and analyzed. Various opinions were synthesized through interviews and conferences.

The contents of research are as follows: a histroical survey on the development of private schools, comparison with major countries about the characteristics and policies of private schools, the relationship between the school as the functional aspect of private school management and the private school manager, the relationship between basic finances and school finances, personnel management of the teaching staff, and the struggle of private schools. Upon these problems a few improvements are suggested.

MER. 000015

A Study on the Development of the Economical Experiment System in the Vocational High School

Jae Bum Kim et al.

Misc. Educational Research Report No. 15

KEDI, 1974, P. 175 Korean

Des. – Vocational High School, Technical Education, The Institute of Joint Technical Experimentation and Practice

Ide. –

This study is performed for about 3 months under the support of the Ministry of Education. It attempts to show actual limitations after the re-examination of some problems related with the experiment system in vocational education, especially in technical education. Upon these, this study aims to develop an efficient experimental system to raise the practical accomplishments of technical education and to meet the needs of the industrial society.

The limitations of this study are as follows: 1) The research objectives were concentrated only on the subject matters related with heavy industry. 2) The research done was not extensive at all. But instead of the traditional experimental form done only within the boundary of the school, the fact that a step toward the new forms of experimental system is made in an advancement.

The contents of research are as follows: The synopsis of research is presented in chapter 1. The direction of economic development and of industrialization promoted by the government is duscussed in chapter 2. In chapter 3, the actual status and problems of technical education are shown. In chapter 4, the basic directions for experiment, associate technical experiment and financial size for an experiment are determined as the solutions to the efficient experimental system. Some fruits that may be foreseen after solving these problems are presented.

MER. 000016

Population Dynamics and Educational Planning

Shin Bok Kim et al.

Misc. Educational Research Report No. 16

KEDI, 1974, P. 265, Korean

Des. – Population Dynamics, Educational Planning, Population Change, Population Structure

Ide. –

The relationship between population and education can be discussed in two ways: one is the attempt that tries to control population change through education, and the other is the attempt to analyze the influence that population change exerts upon educational system.

At first, let's examine the population control. Without changes in the nation's attitudes and values, expected purpose cannot be accomplished. The Government and KEDI promoted comprehensive plan for population education, and also tried to materialize the population curriculum in each school. On the other hand, the population change exerts various influences upon the educational system in general. Particularly, especially the change of student numbers is directly related to that of population.

In this context, a seminar on "Population Change and Educational Plan" is held under the support of Asian Branch of UNESCO. Through this seminar the interrelations between population change and educational plan are examined in various aspects. The result of this examination is expected to be helpful for the implementation of the educational

plan.

Because it is difficult to present the enormous contents of the presentation, only the following main topics are presented. In part 1, there were the thematic presentation "population and educational plan" and the invitation lecture on "the operation of educational plans in some Asian Countries." Additional presentations are as follows: Methods of approach for population projection and educational plan,the prospect of educational growth in terms of the demography, the proposition for educational contents in view of population change, population structure and educational policy, population, manpower and education, education and the shift of population, the demographical suggestions on the future educational policy, and so on.

MER. 000017

A Tentative Proposal for the Qualification Training of In-Service Teachers

Yung Woo Kim et al.

Misc. Educational Research Report No. 17

KEDI, 1974, P. 92, Korean

Des. – In-Service Teacher Training Curriculum, The Status of In-Service Teacher Training, Qualification Training Curriculum

Ide. –

The curriculum for training is critical among the problems related with the training of teacher. (i.e. in-service teacher training).

But till now, the in-service teacher training has been both formal and non-educational. For example, the training curriculum that is prepared in each training center is different, and the distinction of the curriculum for different certification in the same training center is not clear. Thus, we tried to prepare the training curriculum for elementary or middle school teachers according to the qualification sought in order to abolish formality and non-educationality, and to present the standard of in-service teacher training programs irrespective of locality.

This study discovers the actual status and problems of the current training curriculum for qualification sought and presents training contents for elementary or middle school teachers according to each degree sought. The training contents are divided into cultural subjects, subjects for the teaching profession and subjects in major study. Subjects for the teaching profession and those in major study are presented according to its aim, concrete contents, and instructional problems. Only the name of subject matters is presented in cultural subjects. In case of 1st and 2nd degree teachers, the criteria of time allotment in training curriculum are presented, and concrete contents on subjects in major study are not presented.

This tentative plan is made based upon the current training hours (240 hours). And, because the whole subject matters of training curriculum are not prepared completely, further re-arrangement and supplementations are needed in order for this plan to be performed at the national level. Also, a literature review, data analysis and the conference of specialists were used as methods of this study.

MER. 000018

Elaboration of Subjects in the Educational Curriculum for Middle Schools

KEDI

Misc. Educational Research Report No. 18

KEDI, 1974, Korean

Des. – Elaboration of Subjects in Middle School Curriculum

Ide. –

This study aims to materialize the purpose, contents and instructional problems of each subject matter in middle schools and make desirable educational materials for the efficient operation of the middle school curriculum that was reformed in 1973.

The basic standpoints of materialization are as follows. This is not for the whole criticism or entire re-arrangement of each subject matter curriculum in middle schools, but for the new establishment of a curriculum direction with inclusiveness and suggestiveness. Through the analysis of this curriculum with concreteness and with synthesis, we aim to develop an instructional guidebook for each school, each school grade, and each chapter. Upon this materialization, such instructional media-materials as a textbook, a notebook, and a teacher's guidebook are invented and presented. This study is not completed by the publication of this report, but should be re-arranged and supplemented through the con-

tinuous development of an instructional model, of materials, and field practices and evaluations.

The 6 reports on the materialization of the middle school curriculum are on 6 subject matters respectively. They are developed under the same purpose. And, the subject matters are English, Korean, social studies, mathematics, national history, and science.

MER. 000019

The True Image of Korean People

In Soo Son et al.

Misc. Educational Research Report No. 19

KEDI, 1974, P. 215, Korean

Des. – Image of Independent Man, Image of Creative Man, Image of Constructive Man, Image of Cooperative Man, Image of Man in Daily Life, Image of Korean.

Ide. –

When people try to understand and systematize the ideals of Korean education correctly, the primary step to be done is to establish a Korean image. Accordingly, the ideals of Korean educational fields of Korea in recent years.

This study is initiated to seek a solution. KEDI has already published "Search for Korean Education (1973)" and "the Base of National Education Charter in National History (1974)" as a preparatory step. The aims of this study are as follows: To present a Korean image that will fill the needs of the historical timeliness centered on the charter, and to materialize and realize this in order to lead a creative life in the present and in the future.

This study follows a subjective human image, a creative human image, a pioneer image, a cooperative human image, and a living human image in order to discover 'the deposit of a Korean image' like the struggle of a miner for the deposit. This system is followed in order to construct our identity, to complete creation and development upon the realized consciousness of our own identity, and to discover a living human image of the cooperative spirit. This booklet is the compilation of works written by Prof. Insoo-Son and investigators Chaehyouk Joo and Byungowi Min under his direction.

MER. 000020

A Proposal for the Improvement of Teacher Training System

– Centering Around Institutions in Charge of Training Primary School Teacher. –

Keuk Bum Shin et al.

Misc. Educational Research Report No. 20

KEDI, 1975, P. 117, Korean

Des. – Teacher Training System, Training Institute of Elementary School Teachers.

Ide. –

This study aims to collect the problems that the elementary school teacher training system in teachers' colleges have and to seek an improvement based upon this collection. The grasp of problems is not restricted only to teachers' colleges. We tried to expand the sphere of our research to all problems which arise in the relationship between the whole teacher system and the higher education system.

In order to accomplish the aims of research, this study dealt with the following: In order to grasp the actual status and problems of the current elementary school teacher training system, we try to identify the supply of teacher trainees, the professors, incentive system, and the curriculum of teacher's colleges. In order to grasp the directions for the improvement of the current elementary school teacher training system, this study additionally investigates the changes in the elementary school teacher training system and the foreign elementary school teacher training system.

This study is conducted through not only a literature review but also through a related conference of experts, field research, and interviews.

The methods of improvement as suggested by the results of research are as follows. The teacher training system can be divided into several areas. The aspects related with the elementary school teacher training system are divided into the educational period, the function of the institute, teaching practice, the duty of public service, the source of supply, the certification system, and the management system. Additionally, the characteristics and the substitutes that the current elementary school teacher training system includes are discussed: the educational period changes from 2 years to 3, 4, or 5 years; in the function of institute, the direction of emphasis is changed from pre-service teacher educa-

tion to equal emphasis on both pre-service teacher education and in-service teacher education; the teaching practice changes from 6 weeks to short-time practice (under 6 months), long-time practice (above 6 months) and practice through the intern system; the duty of public service changes from obligatory to optional; the source of supply changes from one to multiple; the certification system changes from singular to plural; the management system changes from an independent system to an integrated system.

MER. 000021

Basic Statistics of Educational Planning.

Shin Bok Kim et al.

Misc. Educational Research Report No. 21

KEDI, 1975, P. 127, Korean

Des. – Educational Planning, Status of Schools, Status of Students, Status of Teachers, Status of Facilities, The Degree of School Expenditures in Foreign Countries.

Ide. –

KEDI has initiated a series of researches on mid and long-term educational plans at the request of the Ministry of Education. Upon the comparison between the long-term comprehensive educational plan ('72-'86) and the mid-term plan for educational development ('72-'76), educational development plan has been already re-arranged and supplemented. The Five Year Educational Development plan ('77-'81) had been implemented for the 1980's.

In order to enhance the confidence in this educational plan, various basic researches and materials are needed. Also, accurate and systematic educational statistics are urgently needed existing educational statistical publications contain only the statistics relevant to that year, so it is difficult to follow changes of educational phenomena consistently. This booklet is the compilation of statistics that have been collected in the process of formulating the educational policy in order to supplement the weaknesses of existing books. Also, these statistics have been collected through a dynamic study for 15 years in order to formulate the educational policy. So this booklet will be helpful not only for the research on the formulation of educational policy, but also for the research activities in other fields.

The contents of research are as follows. About school conditions there are; general conditions of existing schools, conditions of schools by year of founding, main index of existing schools, conditions of schools by region, the percentage of school, student, and teacher in each region, individual conditions of business high schools, and the trend of increasing number of ther types of schools. About the statistics on students, there are; the percentage of those number of other types of schools. About the statistics on students, there are; the percentage of those entering school in a given year and the percentage of those entering school or of getting a job for each age group. About the statistics on teachers, there are; the number of teachers by sex and its ratio, the number of teachers in each kind of a business high school and the status of retirement. About the statistics on facilities, there are; the status of available facilities, the status of facilities in elementary school and the extent of deterioration and the change of ordinary classes in elementary schools. About the statistics on educational finances, there are; the comparison of the national income, Government budget, and the budget of the Ministry of Education, shcool education expenses and school education expenses per student. About other statistical data, there are; the population by age, the estimation of population by age (1971-1981), the percentage of both sexes by region, school conditions in the entire nation. and the level of educational expenses in the entire nation country.

MER. 000022

Direction of Innovation in the Educational System.

Don Hee Lee et al.

Misc. Educational Research Report No. 22

KEDI, 1975, P. 274, Korean

Des. – Educational Innovation System, Directions Education in Korea, School Management System, Effectiveness of Education.

Ide. –

This booklet is compiled to show, if provisional, the direction of reforms in the educational system and to respond to the general concern of the public upon the education developmental planning of elementary and middle schools. It also aims to show the direction of future education development planning through the participations of scholars.

The publication of this booklet was planned in the seminar of the senior researchers at KEDI and materialized through the "Internationalization of Education Developmental Planning" held in November, 1974. This booklet is written by educational scholars and researchers at KEDI.

Because the contents of the research are enormous, it is difficult to summarize all of them here. The following are merely the topics dealt with in the research. It consists of 3 parts; the direction of Korean education in part 1, that of reforms in the educational system in part 2, and the expectation about the reforms of education in part 3 are discussed respectively. The topics in part 1 are: theory on the preservation and innovation of tradition (Donhee Lee), urgent problems in Korean education (Yung Dug Lee) and the image of future education (Sangjoo Lee). The topics in part 2 are: the search for the ideals of Korean education, the search for a new instructional process model, the procedures for the development of teaching-learning materials, the development of the socio-educational system, the re-organization of the school management system, and the direction of national planning. In part 3: The examination of educational efficiency, the expansion and elaboration of curriculum materials, the rationalization of educational policy decision-making process, the reforms of the curriculum and humanization, the universalization of educational technology and the reforms of teacher training are discussed.

MER. 000023

A Handbook on Local Education Planning.

KEDI

Misc. Educational Research Report No. 23

KEDI, 1975, P. 192, Korean

Des. – Regional Educational Planning, Educational Planning in Korea, School Educational Planning.

Ide. –

A successful local eeucational plan for permanant educational objectives lies, firstly, in implementing a series of successive plans efficiently within the context of the whole educational system and, secondly, in creating suitable conditions to re-organize and supplement the on-going programs on a continuing basis. In this regard, the reason why the previous educational plan promoted by the Ministry of Education was unrealistic and could not be realized, thus could not perform its role as a plan in a complete sense, may well be that the educational system at the time.

In this context, this study emphasized the need for a more realistic nature of educational planning. The background of Korean educational planning is examined in part 1. In part 2, under the subject of regional educational plan, basis for regional educational plan, the process to construct a regional educational plan, the method of approach for student planning, the method of approach for the estimation of teachers and of equipments, the method of approach for estimating the demand and supply of finances and the implementation and administration of the regional educational plan are discussed. The school educational plan is examined in part 3.

MER. 000024

Educational Reforms in Korea

Keuk Bum Shin et al.

Misc. Educational Research Report No. 24

KEDI, 1975, P. 123, Korean

Des. – Educational Innovation, Educational Broadcasting, Air & Correspondence High School, Mastery Learning Project, Programs for Skill Learning.

Ide. –

Continuous adjustments of the educational system is an urgent need faced by today's global education system in light of the need to meet demands imposed by rapid social changes. Also, in order to provide the quality education to more people effectively, a comprehensive and systematic approach is needed in the whole educational system from its educational aims through the curriculum, the instructional system, the management system to evaluation.

Attempts for the reforms of education until now meant struggling with various aspects of the educational system, but in most cases, failures and frustrations have been continued owing to the fragmentation without inter-relatedness and to the short-sightedness. Although, the integration of these methods

into a comprehensive reform may not be possible, it is important to seek possible improvements as the first and the basic step toward comprehensive reforms in the sytem.

This booklet is the compilation of many new results of research and of related information that had been performed sporadically or have been promoted in the whole country to meet this necessity. New research activities that are collected here are as follows: Educational broachasting of KEDI, activities for educational development in elementary and middle schools, status of the management of in air and correspondence high schools, research synopsis for educational development, operation of new broadcasting station, the development of technical education programs and mastery learning projects.

MER. 000025

Direction for Embodying the Educational Ideals in Daily Life.

In Soo Son et al.

Misc. Educational Research Report No. 25

KEDI, 1976, P. 227, Korean

Des. – Educational Ideology, Identity Education, Civic Education.

Ide. –

The ultimate aim of educational ideals is to properly materialize them in the educational reality. But in reality, there is no systematic method for such realization. For the materialization of ideals, independent pursuit of individual ideals should be preceded. And, pursued ideals will be continuously perfected in the daily life through socialization.

So in this study, education about ideals is divided into identity education, daily life education, and civic education. Also each aims at the development of creativity, sincerity, and responsibility respectively. Therefore, it is necessary to investigate how to materialize these ideals in the daily life.

Generally, the divorce of ideals from method, becomes serious in our educational field. The unification of these two is thus emphasized in this study.

The literature on educational ideals have been examined systematically. In addition, its practical direction is sought through the field research.

Originally, the education on ideals have its basis on the self-realization of the learner himself. In this viewpoint, educational reality on ideals is examined, and as far as possible, its affirmative elements and negative elements are examined. In addition, the way to materialize educational ideals is presented through the abolition of negative elements and the promotion of affirmative elements.

MER. 000026

Some Principles of School Management for the Educational Innovation.

Yoon Tai Kim et al.

Misc. Educational Research Perport No. 26

KEDI, 1976, P. 189, Korean

Des. – Educational Innovation, Principles of School Management, Operation of School Management System, School Management Planning, Educational Curriculum Control.

Ide. –

KEDI has implemented efforts to develop a new educational system and a model since 1972. They are performed on the national level in order to make the best of educational effects. The new system consists of the new instructional system and school management system for the efficient operation of schools.

Till now, schools have wandered in a premodern state without the proper management. KEDI has developed a planned and systematic approach to improve the school management system and published the manual of school management for principals. The manual of school management emphasizes the following: building school management plan rationally; practicing it efficiently; and evaluating its results scientifically.

This manual is made upon the following basic points. A headmaster (a headtutor), a grade-master teacher and a teacher in charge of the class should participate in the school management through the process of plan, practice, and evaluation. Things that a headmaster, a grade-master teacher, another master-teacher, and a teacher in charge of class should do during management are ordered clearly and presented with concrete examples. This manual should contain the items which a headmaster, some master-teachers, and a teacher in charge of class (school management plan, grade manage-

ment plan, and class management note) can all use.

It should be possible to evaluate whether a plan is carried out or not. A comprehensive management scheme should be made through existing schemes.

This manual is divided into 3 parts. Theory of school management system and especially general model of management system are treated in part 1. In part 2, practical application is emphasized after the efficient management and administration of new instructional system. Practical cases of concrete construction are included in part 3.

MER. 000027

Problems of National Education

Yong Hun Park et al.

Misc. Educational Research Report No. 27

KEDI, 1976, P. 197, Korean

Des. – National Spirit Education, Moral Education

Ide. –

One of the problems that today's national spirit education is confronted with is to develop purely a pedagogical theory model about the purpose, contents, and the method of national spirit education as an independent educational component. Such problems as the conception of national spirit education, its direction and educational ideas, the place of national spirit education in the curriculum, and how to organize the national spirit education in the curriculum are included here. Besides, the new teaching theory for national spirit education, the development of the efficient teaching model and other research tasks about teaching methods are also included here.

This booklet aims to show the conceptual and empirical principles of the national spirit related with this problem.

This booklet consists of two parts: The concept and the direction of the national spirit education are treated in part 1, and the curriculum and problems in national spirit education are treated in part 2. 4 things are discussed in part 1, and among these are the theoretical analysis on the concept of the national spirit education, related conceptual conditions and the confirmation of the tasks in national spirit education, to analyze the purpose and character of the national spirit education in view of the essential aims of education, to analyze the actual status of the national spirit education in Korea, to show the spiritual base that our national spirit education should point to through the analysis of endeavors that our fore-fathers have tried for the promotion of national spirit.

The following things are treated in part 2. To analyze the purpose and organization of the national spirit education upon the organizational system of the current curriculum and to suggest the principle and the direction of curriculum organization for the national spirit education to treat the problems of national spirit education in view of the latent curriculum that is raised in the 1970's, to treat the contents and the method of the national spirit education in relation with the moral values.

In part 3, the more practical approach is taken by introducing the synthesis of national spirits of both West Germany and the Republic of China and the educational problems related to the national political consciousness. In so doing, we attempt to gain the method of how we can deal with educational issues at the national political level.

MER. 000028

Study on the Evaluation of Basic Academic Ability of Air and Correspondence High School Students.

Ki Hyung Hong

Misc. Educational Research Report No. 28

KEDI, 1976, P. 100, Korean

Des. – Air & Correspondence High School, Regular High School.

Ide. –

This study is performed in order to estimate the prerequisite learning ability required to complete high school freshmen courses of air and correspondence high schools. Also, in order to procure external criteria for comparison, estimation is also given for those of freshmen of regular high schools.

The results of comparison between both groups on the total average, the difference according to sex and locality, and the degree of accomplishments in prerequisite learning elements for each subject matter are as follows. Total average in basic academic ability of air and correspondence high school freshmen on Korean, English, and mathematics is about 40 points (on the basis of 100 points)

and it is very low. So it shows a great difference form that of regular high school freshmen (62 points). Their basic academic ability does not show difference by sex or locality. This phenomenon is also different from that of regular high school freshmen. Not only the air and correspondence high school freshmen but also the regular high school freshmen show the deficiency of necessary prerequisite learning elements in some areas of each subject matter. When the basic academic ability of air and correspondence high school freshmen is compared for each action area, application ability is generally lower than knowledge or understanding in 3 subject matters. So are regular high school freshmen.

The following are presented in order to raise the basic academic ability of air and correspondence high school freshmen upon this result. Special program is needed in order to correct and supplement the deficiency of the basic academic ability. Various reforms are needed in order for them to procure more learning hours. The textbooks of air and correspondence high school should point to the direction of supplementing students' basic academic ability. It is thus necessary to re-examine the curriculums of air and correspondence high schools.

MER. 000029

An Exploration on the Contents of National Education.

Don Hee Lee et al.

Misc. Educational Research Report No. 29

KEDI, 1979, P. 146, Korean

Des. – National Spirit Education, Traditional Morality, Ethical View.

Ide. –

This booklet is the second of a series that KEDI has published on national spirit education. It is also the result of the attempts to choose and organize the 'contents' of national spirit education. This is a form of a proposition on the contents of national spirit education.

The contents that this book deals with are as follows. In part 1, "the criteria of contents selection" are presented through discussions of the necessity and meaning of national spirit education with in the context of modern society. The criteria of selection should be presented because the contents introduced in this booklets are not ultimate but provisional. In part 2, traditional morals are sought in the religious system. Action principles that dominated our forefathers generally resulted from religious worldviews or faith system. Each still influences our lives. Confucianism, Buddhism, Christianity, and Cheondoism are surveyed here. "The formation of new moral view" is pictured in part 3. A person's spirit or sense of value is clearly shown when confronted with a concrete problem. In this context, national tasks with which Korean society is confronted are presented in such areas as 'Korean democracy', 'national development', 'national unification', 'new community movement' and 'promotion of national culture.' And then, how our tradition and ideals have been reflected and will be reflected into them are discussed. In part 4, some principles that should be followed during the process which contents in part 2 and 3 are put into "educational contents" are presented.

However good the collected contents may be, if there happens contradictions or struggles, or if there is no systematic organization, it is impossible to teach them effectively. The system above is only a supposition or an attempt. Thus we hope the contents of national spirit education are discussed more concretely, after the publication of this booklet.

MER. 000030

Manual of the Objectives of Primary School Education (6 kinds)

Se Ho Shin et al.

Misc. Educational Research Report No. 30

KEDI, 1977, P. 237, Korean

Des. – Educational Objectives of Primary School

Ide. –

The most important in educational activities of schools are to teach and to learn. So what students learn in school education is the most important concern for most educators.

Objectives of education have been discussed by many scholars historically and are still discussed seriously. But there are only few cases in which objectives of education are presented concretely so that educators may use them with ease.

So in this book, instead of a general discussion

on the objectives of education, the concrete objectives of education which the students should accomplish through school education-especially the instructional aspect-are presented. Concrete aims that are included in this booklet are presented more concretely and clearly, which hitherto have been presented only with general terms in the curriculums. These aims are established by the researchers at KEDI, many field teachers, and curriculum experts during the process of teaching-learning material development that KEDI has facilitated since 1973 as on of the activities for the elementary and middle school development. Even if the aims included in this booklet are helpful in selecting materials, in establishing instructional plans, and in evaluating students' academic accomplishments, these aims are not perfect and should be re-arranged and supplemented continuously.

This booklet is composed of the following: The general purpose in organizing the curriculum, the elementary school curriculum, the purpose for each subject matter (moral studies, Korean, social studies, arithmetic, natural studies, athletics, music, and art. This booklet is composed of 6 kinds, and each school grade of elementary school is treated within one book. Thus, it is made of 6 volumes. The purpose for each subject matter in relevant school grades is presented for each school grade in each volume.

MER. 000031

An Action Research for the Innovation of Primary School Education.

Yung Ke Byun et al.

Misc. Educational Research Report No. 31

KEDI, 1977 P. 279, Korean

Des. – Innovation in Elementary Education, Field Research, New Educational System

Ide. – Chun Nam Research Committee of Elementary Science Education, Mokpo Choong Ang Primary School

The year 1976 was a meaningful one when the model study of new educational system was put into the field. The new educational system is applied to 161 schools (both model schools and cooperative schools). Among these, 17 schools published its results voluntarily and this report is the summary of the results of applying the new educational system to 9 schools in each province.

Open presentation gives us not only the logical confirmation but also the actual confirmation about the appropriateness and applicability of the new educational system. Experience and confirmation in the field become the most powerful reference for the generalization on the new educational system. On the hand, this booklet will give good information on the contents and application method of the new educational system to schools to which the new system is applied or will be applied in the future. On the other hand this will become a guidebook for a more intensified operation of model schools that are currently applying the new educational system. In addition, the research results on the application of materials in natural studies are also included in this booklet. This particular research was performed by the members of Elementary Scientific Education Research Institute in Jeonra Nam Do under the leadership of Prof. Lee-Gye Choo of Kwangju Teachers' College.

Schools which published the results of applying the new educational system are as follows: Dongkwang Elementary School in Kim Hae, Ham Yang Elementary School in Ham Yang, Dae Dong Elementary School in Jo Chi Won, Young San Po Elementary School in Na Ju, Jung Ang Elementary School in Ei Jeong Boo, Jang Saeng Po Elementary School in Ul San, Sin San Elementary School in Pa Joo and Seong Shin Elementary School in Cheon Ahn.

MER. 000032

Sexual Role Perceptions of Korean People

Se Ho Shin et al.

Misc. Educational Research Report No. 32

KEDI, 1977, P. Korean

Des. – Korean Society, Korean Culture, Sex Role of Man & Woman (Structure and Function), Preconception of Sex-Role, Equality of Male and Female

Ide. –

KEDI has conducted a research on "Sex-role-view of Korean and the Development of Reform Curriculum." This research aims to find out the actual status of the bias on sex-role and its cause, and in

so doing, aims to seek educational means to correct the problem.

As a part of the research, KEDI held the 'seminar on sex-role-view' with experts in various fields and conducted discussions. This booklet is the result. On the assumption that equal consciousness may be brought up through education, the structural analysis on the predomination of man over woman and about equal consciousness are tried. How to correct the bias on sex-role existing in Korean society in discussed in terms of domestic, school and social education in part 3. In part 4, 'sex-role-equality' and problems resulting from social change are treated.

Various opinions are presented by the presenters and some of them are as follows: The Korean social structure has influenced the bias on sex-role. Here the influences from the traditional society or the modern society on sex-role are analyzed; the pursuit of the true meaning of human beings is emphasized in order to meet the demands of the modern industrial world. For this purpose, education should accomplish its own duty.

The image of woman in the Oriental or Occidental world should be changed with a new historical perspective. All the writers of part 2 agree that in the traditional society woman has been thought of as inferior to man, and present implicitly that equality should be emphasized in the future. Writers of part 3 argue that accomplishments can be expected only through long-term endeavors, instead of short-term endeavors, because bias on sex-role is deeply rooted in the history. They also argue that endeavors to correct the bias can show accomplishments only through the cooperations of homes, schools, and the society. The difference between the sexes on political role is shown in part 4. Also, the direction and the task of woman education are presented, so that the woman may perform her own role. They argue that the re-arrangement of curriculum is needed above all in order to correct the bias on woman and to raise woman's ability and individuality.

In conclusion, all writers deny not only the sex-c ference but also the difference within the same sex in terms of human realization. They argue that all educators should try to represent aims reflecting the attitude and the spirit of human affection and to put these into the educational field.

MER. 000033

The Korean People's View of Man

In Soo Son et al.

Misc. Educational Research Report No. 33

KEDI, 1977, P. 212, Korean

Des. – Hunan dignity, Human view

Ide. –

The human view of Koreans, especially the spirit of human dignity is discussed in this booklet upon the research results published by KEDI–The Search for Korean Educational Aims (1973), The base of National Education Charter in National History (1974), The Search for Korean Figure (1974), and How To Put Educational Ideals Into School Life (1976). This study deals with the problem of human values of the past, present, and future based on the academic accomplishments made up to now. Within this process, we tried to build a system in accordance with causality and thus tried to give suggestions for the problems on the educational methods which are raised in the field.

Both historical and philosophical literatures because the basis and upon this social and psychological positivistic research are followed. Reversely, literature review supplemented the problems raised in the positivistic research.

The contents of the research are enormous, thus only the title of each chapter is presented. The basis of human dignity is discussed in chapter 1, and several types of human images are presented in chapter 2. In chapter 3, the following are discussed as the ways for the development of the traditional human image: The idea of humanism in Korean religions, the Hwa-Rang spirit, the human values in the ideals of Buddhism, adoration of nature in Taoism, benevolence and filial piety in Confucianism, the idea of sincerity in Yoolgok, Hyangyak and loan society. The change of modern human image is surveyed in chapter 4. The image of modern Koreans is surveyed in chapter 5. In chapter 6, the image of modern Koreans is surveyed through the history of Yi Dynasty, i.e., positivistic research. The direction of human dignity and educational aims is presented upon the literature study and the result, of the positivistic research are presented in chapter 7.

MER. 000034

Environmental Education.

Se Ho Shin et al.

Misc. Educational Research Report No. 34

KEDI, 1977, P. 346, Korean

Des. – Environment, Man's Living, Environment Education

Ide. –

The active discussions on the necessity of environment education came to the fore in the beginning of the seventies. But it is difficult at present to define the correct concept of environment education.

For the efficient realization of environment education, it is necessary not only to define the correct concept of environment education, but also to seek ways to implement it what is important above all, is to make clear the contents and the methods of environment education, i.e., to develop the curriculum of environment education.

The environment curriculum should be decided by persons who understand the structure of environment education clearly, i.e., scholars who take part in that field. It is argued in this booklet that the environment curriculum should be decided by such scholars and upon the information related with the environment.

This booklet is the collection of contents that scholars in several fields related to environment education presented. The structure and principles of the environment, the environment and human lives, the preservation and development of education are discussed in part 1,2,3, respectively. Educational practice, i.e., how to organize these contents, is focused in part 4.

MER. 000035

The Principles of Educational Curriculum Development

Yung Dug Lee et al.

Misc. Educational Research Report No. 35

KEDI, 1978, P. 226, Korean

Des. – Improvement of Educational Curriculum

Ide. –

The curriculums of a country determine the direction as well as the future of education in that country. Thus, all countries try to develop and improve their curriculums.

Also in Korea, the attempt to develop more efficient curriculum has begun through the analysis of national, social and scientific requirements and problems in the current curriculum. In order to meet these aims efficiently, KEDI organized the Curriculum Research Institute and held numerous conferences. This booklet is the collection of manuscripts that were presented, discussed and re-arranged in this Institute.

The contents of this booklet are roughly as follows. The specialization and the policy direction of curriculum improvements are discussed in part 1. Problems and development principle of curriculums are presented in part 2 and part 3 respectively. 2 types of basic research are included in part 4.

Because the contents of research are enormous, it is difficult to summarize them all. Thus, only the subjects treated in each part are presented here. Problems of curriculum treated in part 2 are as follows: Problems in developing the elementary school curriculum, the necessity of comprehensive basic research on the factors determining the curriculum, problems in the research to improve the curriculum, some considerations in curriculum development, prerequisite conditions for the procedures of curriculum re-arrangement, some problems included in the current curriculum of elementary schools.

The following principles are dealt with in part 3: The theory of social reflection in establishing aims, the theory of reflecting the demands of a learner in establishing aims, the theory of reflecting the demands of each subject matter in establishing aims, the theory of reflecting the demands of subject matters in establishing the contents of a series of dissertations, the selection of contents and the organization principles in language and literature order, the selection of contents and organization principle in social order, the selection of contents and organization principle in natural order, the selection of contents and organization principle in art and athletic order, the learner in teaching and learning process, curriculum and the evaluation direction of academic accomplishments, formation of subject matter and the principle of deciding time allotment, development principle of curriculum in view of school management.

The following are treated in the basic research of part 4, comparative approach toward the formation of subject matter, time allotment, and early childhood foreign language education, the character, function, and structure of a textbook.

MER. 000036

Prospects and Tasks of Educational Development

KEDI

Misc. Educational Research Report No. 36

KEDI, 1978, P. 240, Korean

Des. – Educational Development, High Qualitative Development of Education, People Education, Long-Term Investment Project.

Ide. –

This report is the produce of a KEDI research, "The Long-Term Perspective and Task of Korean Education" requested by the Ministry of Education in March, 1978. In this report, perspectives and main tasks for Korean education development by 1991 and the problems to overcome for the practice of desirable education are presented: also policy directions to lead the future Korean education efficiently are presented.

Early attainment of the ultimate purpose, i.e., the realization of a welfare society, lies in the cultivation of the international competitive power in the whole areas of politics, economics, society, culture and military affairs. It also lies in the accomplishment of spiritual and moral growths of the nation. Thus, the stratagem for educational development is discussed in this report in terms of the future society that we desire and desirable human changes for the early realization of such society. People in various fields of society and education field are gathered for this research.

The subjects of contents here are: The national development and education, the crisis of education and the task of resolution, basic aims of educational development, the strengthening of national spirit education, to raise the level of national basic education, the production of high-level brains and the efficiency of manpower development, the promotion of qualitative growth in education, the promotion of equality-oriented development in education, the confirmation of a life-long education system, the acceleration of educational development, the long-term investment plan for education development, and so on.

MER. 000037

The Status and Problems of Educational Expenditures in the Republic of Korea

Chung Il Yun et al.

Misc. Educational Research Report No. 37

KEDI, 1978, P. 247, Korean

Des. – Educational Finance, Educational Expenditure, Public Educational Cost, Private Educational Cost, Expenditures for the Expansion of Educational Opportunities.

Ide. –

This study aims to provide financial materials needed for the establishment of the educational policy and educational plan and to analyze and present materials on educational expenses in order for administrators and investigators to use them easily. Thus, we analyzed the total educational expenses which 9,600,000 students use, i.e., in 1977.

The characteristics of this research are as follows. Analysis and arrangement of previous researches, application of the new theory and new ideas, the calculation of educational expenses, the development of the formula which may become the criteria to distribute educational expenses.

This research is composed of 8 chapters. The aims and the method of research are discussed in chapter 1 and chapter 2 respectively. In chapter 3, theoretical background is discussed. For this, reports related with educational expenses are analyzed and synthesized broadly, and then new theories and notions related with the analysis or estimation of educational expenses are introduced. So, the direction of this research is sought. Total educational expenses are analyzed in chapter 4. Here they are divided into public educational expenses, private educational expenses, and expenses for educational opportunity. Through a synthesis of these, the total educational expense per student is calculated. In chapter 5, the relationship between academic accomplishment, private educational expenses, and selected educational factors is analyzed by phasal multiple correlation and a regressive mathematical equation. In chapter 6 and 7, the difference of educational expenses after each

FTE (full-time equivalent) student is estimated and upon this the formula to estimate educational expenses is made. Through this formula, educational expenses for the following 5 years ('78-'82) are estimated. In chapter 8, research findings are summarized. And upon this, conclusion and presentation are described.

MER. 000038

Science Education as Basic Education - The Methods and Materials About the Approach to its Philosophy

KEDI

Misc. Educational Research Report No. 38

KEDI, 1978, P. 173, Korean

Des. – Basic Education, Science Education,

Ide. – National Development

This report is the translation of the report of an international seminar on philosophy, approches, method, and materials which science education as a basic education should have. This seminar was jointly held by KEDI and Unesco Regional Office for Education in Asia and the Pacific in July, 1975. 13 members from 7 Southeast Asia, countries and 8 observers from KEDI took part in this seminar.

The president of KEDI, Dr. Lee Yung-Dug, put emphasis on the following in his opening address. "We live in the age of challenge when we should meet new problems in new dimensions. This causes the fundamental change in science education in order for us to meet the demands of the changing society creatively." This challenge is understood to require sincere changes in such various aspects as the aims, contents, methods, and evaluation of science education in schools. Bold and systematic researches by experts and the government's support for them are needed in order to grasp this aim.

The contents of the seminar are roughly as follows. Reforms in science education, the trends of science education, and contents about the problems are discussed in chapters 1 and 2. In chapter 3, the philosophical purpose of science education for national development is discussed. In chapter 4, curriculum for science education and methods for instructional design are discussed. Materials and media for science education, and the new role of teachers and teacher training are treated in chapter 5 and chapter 6 respectively.

MER. 000039

Case Studies of the Field Application of the New Educational System

KEDI

Misc. Educational Research Report No. 39

KEDI, 1978, P. 173, Korean

Des. – New Educational System

Ide. – Kim Hae Dong Gwang Primary School, Seoul Unjoo Primary School

Four years has passed since the new educational system was applied to the field. During this period, the number of schools and students adoping the new educational system have steadily increased.

Therefore as of 1978, the number of schools were 246 while the subject students reached 230,000. Every year, the schools adopting the system increased and many teachers showed their strong eagerness to introduce this system to their schools.

The report contains pioneering experiences and suggestions for adopting the system as well as a guideline for new schools.

MER. 000040

Basic Statistics for the Long-Term Education Planning

Jong Jae Lee et al.

Misc. Educational Research Report No. 40

KEDI, 1978, P. 429, Korean

Des. – Long-Term Educational Development Project

Ide. –

KEDI has performed a research for building mid and long-term educational plans at the request of the Ministry of Education. Basic research and primary materials in each educational branch are needed in order to raise the possibility of materializing educational plans and their trustworthiness. Accurate and systematic statistics will especially become an indispensable material.

This statistical booklet is made to grasp past changes and the future trends at one glance on the basis of collected data from the process of building long-term educational plan. It is composed of three parts.

The situation of the past and the present is

looked over in part 1 and statistics on students, schools, teachers, finances and population are included. The comparison of the international materials is made in part 2, and especially materials related with U.S.A., Japan, England, France, and West Germany are included. In part 3, there are statistics related with plans to 1991, and the plans about students, classes, teachers and finances are included.

MER. 000041

The Long-Term Supply of Manpower

Yoon Tai Kim et al.

Misc. Educational Research Report No. 41

KEDI, 1978, P. 349, Korean

Des. – Long-Term Supply of Man Power, Total Man Power Resources, Demand of Man Power, Long-Term Planning of Man Power Supply.

Ide. –

In this report the actual status of human resources in Korea is analyzed. The demand of human resources needed to accomplish the aims of Korean economic growth for the following 15 years (1977-1991) is foreseen: through the analysis of present capability for manpower supply and of manpower development system, remedy and correction to control the inequality of manpower supply and demand are presented.

There will be no radical changes in the Korean economic structure for the following 15 years, and on the assumption that we will get to economic level of developed countries by 1991, the demand of total labour, and labour demand in each industry and each occupation, and necessary supply are estimated.

On the whole, the total number of employees increases from 12,560,000 in 1976 to 20,370,000 in 1991, and the shift in each occupation is as follows: employees in agricultural or marine products industry will decrease gradually, but employees in mining and manufacturing industries or social indirect funds or other services will increase gradually. Total labour demand for each industry and occuaption is as follows. People in agricultural or marine products industry are decreasing, but people in special technology and of administrative management are increasing. This phenomenon is due to the demand of manpower with high academic ability as the nation becomes a highly industrialized society.

In view of the supply and demand of manpower, the opportunity for higher education should be expanded. That is, the total number of students in higher educational facilities should be arranged to increase from 320,000 in 1976 to 1,000,000 in 1991. But in the case of engineering colleges. The fixed number of persons in 1979 will do no injury to the supply and demand of manpower.

Upon the prospect of long-term supply and demand of manpower, the following remedies and propositions are made. Higher education for the acquisition of high quality manpower should be expanded. Technical education and occupational education should be emphasized. It is necessary to reform the managerial system of manpower development.

MER. 000042

Exploration on the Direction and Improvements of Middle School "Industrial Arts" Education

KEDI

Misc. Educational Research Report No. 42

KEDI, 1978, P. 201, Korean

Des. – Middle School Technique Education, Middle School Technique Curriculum

Ide. –

This booklet is composed of two parts. One is the product of the "Seminar to seek the direction of reforms in middle schools technical education" performed in 1977. The other is the collection of "policy research for technical teacher training in middle schools," and of "research on the development of teacher training curriculum."

In the former seminar, reform directions for the efficiency of middle school technical education are sought upon the necessity of the middle school technical education. And the contents dealt with in the seminar are as follows.

In the technical curriculum of middle schools: Characteristics and basic direction of the middle school technical education, general aims of technical education contents in middle schools, choosing principles of technical education in middle schools

and organizing principles of technical education contents in middle school are dealt with.

In the development of the methods for the middle school technical education: The instructional model of middle school technical studies, the type and characteristics of instructional and teaching materials in middle school technical studies and the evaluation methods in middle school technical studies are dealt with. In the supporting system of the middle school technical education: The teacher education of technical studies in middle schools (teacher training, teacher education), the enlargement of technical education facilities in middle schools and the ways to diffuse the results of the development all over the country are treated.

The following problems are treated in the later research. At first, the actual status and conditions of technical teacher training in middle schools are examined comprehensively in terms of: The basic policy and system, the method of educational contents and the operation and incentive structure. Secondly, practical problems which are included in the middle school technical teacher training programs are drawn and presented. Thirdly, efficient training methods to solve present problems rationally are presented.

MER. 000043

An Exploration on the Policy Direction for the Development of Compulsory Education in Middle Schools

Yoon Tai Kim et al.

Misc. Educational Research Report No. 43

KEDI, 1978, P. 226 Korean

Des. – Middle School Compulsory Education, Compulsory Education System in Major Countries, Pre-School Education, Special Education, Private School Education, Financial Resources for Compulsory Education.

Ide. –

This report is the collection of materials presented and discussed in the seminar to seek policy directions for the development of the middle school compulsory education. In this seminar, experts in various fields of education suggested various kinds of problems which are related with above theme.

In part 1, the major policy tasks and feasibilities related with the implementation of the middle school compulsory education are discussed. The following are presented as the major problems of policy : The substantiality of elementary education, the enlargement of accommodation capacity in middle schools and the improvement of educational conditions, the promotion of education for the handicapped children, the generalization of early childhood education, and the arrangement and supplementation of the educational system.

In part 2, compulsory education practices in such countries as Sweden, Japan, and North Korea are presented. In order to present reference materials for carrying out compulsory education in our country.

In part 3, the following are treated as the supplementation of the system. They are: the peoblem of early childhood education, special education, and the problem of secondary education as compulsory education.

In part 4, the following are discussed as the problems in compulsory education practice in middle schools. They are; the problem of substantiality in elementary or secondary education, the problem of education through private schools, and the problem of finances needed for the practice of compulsory education.

MER. 000044

Korean Education in the 1980s.

Yung Dug Lee et al.

Misc. Educational Research Report No. 44

KEDI, 1978, P. 74, Korean

Des. – Educational System, Educational Finance, Respectful Teacher

Ide. –

This report is made upon the perspective of future Korean education and as a basic research related with the future development of national education for the establishment of the long-term educational plan for 15 years. This report is made through the reflection on our past educational practices in our country rather than on the prospect for future education.

This booklet is composed of three chapters.

In chapter 1, past education in our country is examined as one effort to retrospect the previous 30 years. In part 2 and part 3, the direction of new education and the future educational picture are drawn respectively.

The changes in Korean education for the past 30 years is, briefly speaking, the rapid expansion of the educational opportunity and the establishment of a democratic educational system. The shool population increased rapidly and the educational system expanded in terms of the quantitative level. Therefore, the general educational level of the nation is raised. But if we look upon the past Korean education as the period of quantitative growth, we should be able to look upon the future Korean education as the period of qualitative growth.

Upon this assumption, the directions of future education should be decided in view of the following. They are; the innovation of the educational system, the establishment of the national spirit education the substantiality of school education, the strengthening of the educational opportunity and the efficiency of educational finance.

The future educational climate in chapter 3 is discussed in terms of the following. They are; the abolishment of entrance examination, the supply of talented men with the reduction of educational expenses the respect for teachers and the sound youth.

MER. 000045
School Management Handoobk
Tae Bum Chung et al.
Misc. Educational Research Report No. 45
KEDI, 1978, P. 222, Korean
Des. – School Management, School Management System, School Management Technique, PERT, New Educational System.
Ide. –

This handbook for a school manager is like an instructional guidebook for a teacher and a textbook for a student.

The new educational system of KEDI is a comprehensive system that integrates mutually related elements of school system into the teaching-learning process. It is composed of two sub-structures, namely, the new instruction system and the school managerial system. The managerial system is not only a supporting system with which the new instructional system may operate efficiently but also a system that builds managerial plans and puts these into practice, and evaluates these in order to solve current problems which the school system faces rationally. That is, this is a system into which various kinds of sub-structure are integrated systematically.

This handbook is a guidebook not only for the comprehension of the school managerial system but also for its efficient operation. This will be helpful to general schools as well as to model schools of KEDI.

This handbook is composed of four parts. The instructional model of the new educational system is treated in part 1. The techniques for the efficient school management are introduced in part 2. And in part 3, actual contents that should be held in each step of school management, such as plan-practice-evaluation, are included. The function of supervision in school managerial system is dealt with in part 4.

Some basic perspectives which should be integrated in school management are emphasized in this handbook. Things that should be done during the school managerial process are materialized and concrete examples are examined. It should be examined whether the managerial plan is put into practice or not. Its results should be estimated.

But contents held in this handbook are morely basic principles or minimum requirements for the school managerial process. And each school should use these creatively in utilizing this handbook.

MER. 000046
A Summary Report of the Research on the Educational Curriculum for Middle Schools (General Remarks)
Yung Dug Lee et al.
Misc. Educational Research Report No. 46
KEDI, 1979, P. 53, Korean
Des. – General Remarks on Elementary school Curriculum Changes of Educational Curriculum
Ide. –

This report is made as the basic research for the

elementary school curriculum that will be changed in 1983. The outline of the elementary school curriculum is summarized in this report and its contents are as follows.

In chapter 1, under the topics of the actual status Korean education and the aims to reform the curriculum, the notion of curriculum, the change of curriculum in our country, and the achievements and vulnerable points of Korean education are examined, and then the necessity to change the curriculum is discussed. In chapter 2, the background and basic directions in reforming the curriculum are disussed. In chapter 3, under the topic of basic position and contents in organizing the elementary school curriculum, the characteristics and educational aims of elementary education, organization and time allotment, and an operational guideline are presented. In chapter 4, the draft of a revised curriculum and of a current curriculum are compared. In chapter 5, succeeding plans after the development and practice of the elementary school curriculum are presented.

According to this plan, an outline of each curriculum and the curriculum of each subject matter are developed in 1979. The development, experimentation and revision of each textbook will be done in 1980, 1981, and 1982 respectively. And in 1983, practical adaption to the educational field of elementary school will be carried out.

MER 000047

A Proposal for the Integrated Subject Areas in Primary School-

Centering Around the Integration of "Korean Language", "Moral Studies" and "Social Studies"

KEDI

Misc. Educational Research Report No. 47

KEDI, 1979, P. 20, Korean

Des. – Integration Unit for the 1st Graders of Primary School

Ide. –

This research material is the basic material for integrated school curriculums to be revised by 1983. This is the example of an integrated curriculum in the lower grades of elementary schools (the first grade and the second grade), and the organizational draft of the integrated subject matter for the first grade of elementary schools (the integration of Korean, moral studies and social studies).

The contents of this research are as follows. In chapter 1, the reason for organizing an integrated subject matter is presented in terms of: child development, study direction, subject matter contents, learning ability, living circumstances and opinions in each field.

In chapter 2, in dealing with how and through what procedures to integrate the contents in each subject matter, how to integrate contents, the procedures to make an integrated curriculum and principles to organize each chapter are suggested. In the integration of contents, 8 subject matters of the first grade of elemenary school are integrated into 3 parts with mutually-related subject matters (integration of Korean, moral studies, and social studies/integration of arithmetic and natural studies/ integration of athletics, music and painting).

In the integrated aims of chapter 3 and also in the subject and contents structure of each chapter, integrated aims of Korean, moral studies, and social studies, arrangement of chapter and of subject, and the aims of each chapter and the content system of subject are presented in detail.

MER. 000048

An Exploration on the Direction of Education Curriculum

Se Ho Shin et al.

Misc. Educational Research Report No. 48

KEDI, 1979, P. 177, Korean

Des. – Directions of Educational Curriculum

Ide. –

Curriculum is a blueprint which contains the expectation about what person the current student should become and the contents and methods of education needed to bring up such a person, and methods to determine educational achievements.

The society is changing rapidly, and the knowledge and function in each learning area are increasing explosively. Therefore the curriculum should be continuously reformed. What makes matters worse, relationships among social, personal, scholarly needs and educational aims, educational aims and contents, educational ways and evaluation, subject matter organization and time allotment show some

problems. From now on, KEDI will research and develop elementary and middle school curriculums and instructional textbooks periodically.

A seminar for three days from February 20, 1979 was held in order to build some theories related with the curriculum, and to identify the problems inherent in the current elementary school curriculum. Future directions of the curriculum are sought in this seminar. This booklet is the collection of topics discussed in the seminar.

Theories and principles of curriculum are treated in part 1. In part 2, problems in the current elementary school curriculum and the directions of revising the curriculum are included. Various kinds of expectation which society puts to education are collected in part 3. In part 4, contents in part 1,2,3 are summarized and propositions about the revised curriculum are included.

Contents in this booklet should be discussed, revised and supplemented successively through consultations with various experts and participants in educational field.

MER. 000049

A Proposal for the Collection, Management and Supply of Educational Materials and Information

Sang Jo Kang et al.

Misc. Educational Research Report No. 49

KEDI, 1979, P. 146, Korean

Des. – Educational Material, Information Collection, Information Treatment, Information Supply

Ide. –

This research is on the collection, manipulation and supply of educational materials as the essential tasks for operating the information center of educational materials, based on the publication, "basic plan for operating information center of educational materials."

The tasks of information center of educational materials is divided into two kinds. One is the supporting task in the level of special technique; the other is a service task for users including a reference task. When this kind of task is looked upon in terms of structural analysis, supporting task may be analyzed in detail. So form the source of information, the collection of information (collection, selection), the manipulation of information (classification, analysis), and the supply of information are pursued in sequence.

This booklet is composed of three chapters following the sequence. And the collection, manipulation, and supply of information are aimed at.

MER. 000050

Basic Planning for the Management of Educational Materials and Information Center

Jin Suk Oh et al.

Misc. Educational Research Report No. 50

KEDI, 1979, P. 43, Korean

Des. – Educational Materials and Information Center

Ide. –

Information plays a major role to us who live in the age of rapid change. The volume of information increases rapidly, and step by step, information becomes particular and various. This phenomenon is also true of educational field.

KEDI collects various kinds of materials related with education and which have been published within and outside of country in order to solve these problems and manipulate these materials systematically in order to prepare plans to present necessary materials and information to all users at the relevant time. "Basic operation plan for information center of educational materials" and "ways to collect, manipulate, and supply educational materials and information" are made to meet this kind of problem.

Upon these aims, the following are studied in this research: The background to build information center of educational materials, the aims of this center, the basic directions in operating information center of educational materials, business outline of this center, operation system of this center and, plans for development.

MER. 000051

Establishment of Middle and Long Term Planning for the Encouragement of Basic Science Education

Jong Ha Han et al.

Misc. Educational Research Report No. 51

KEDI, 1979, P. 105, Korean

Des. – Development of Basic Science Education, Status of Science Education in Elementary and Middle Schools.

Ide. –

This research is carried out for the development of basic science education in order to achieve national growth and to meet international competition. For this purpose, educational policy should be emphasized above all. In order to bring up brains, methods to promote basic science education not only in elementary, middle and high schools but also in universities and graduate schools are necessary. Primary materials, needed to determine the policy of the Ministry of Education, should be collected, analyzed and arranged. After identifying problems in basic science education, presenting the answers to these problems should become the main purpose.

During the process of research, literature review, analysis, the investigation of actual status, and consultation through conferences are taken as methods of approach.

In order to accomplish the aims of research, the following research contents are selected. They are: actual status of research in basic science education and analysis of problems: methods to promote basic science education in universities and graduate schools; actual status of basic science education in elementary, middle and high schools and analysis of problems; methods to promote basic science education in elementary, middle and high schools.

Research results and propositions are as follows: Basic science education in elementary, middle and high schools should be improved as soon as possible. That is, the contents of education and teaching learning methods should be improved. Science teacher training should be strengthened. Educational system (entrance examination system and school grade system, etc.) and educational environments (class size and teaching materials, etc.) should be improved in order to substantiate basic science education in elementary and high schools. It is necessary to promote elementary science education in university and graduate school.

On the other hand, this study presents some urgent tasks needed to supplement principles of basic science education as follows: Laws to elevate basic science education should be strengthened. The establishment of Scientific Education Bureau

- the establishment of funds to promote basic science education,
- the establishment of a system to pay for research accomplishments in the Ministry of Education.

MER. 000052

Development Research on the Curriculum of Science and Technical Education for the Encouragement of Basic Science

Ouk Woo Nam et al.

Misc. Eductional Research Report No. 52

KEDI, 1979, P. 404, Korean

Des. – Promotion of Basic Science, Educational Curriculum for Science and Technology, Primary School Curriculum for Natural Studies, International Trend of Technical Education

Ide. –

This report aims to improve scientific and technical education through the analysis of problems which natural and technical studies in elementary, middle and high schools hold and also through proposing educational direction and curriculum that are pertinent to our conditions and needs.

Research contents are as follows: Subjects are all grades of elementary schools in natural studies, and the 4th, 5th and 6th grades of elementary school in practical studies; all the grades of middle school in technical studies or home economics, and the 2nd, and 3rd grade of middle school in industrial studies, agricultural studies, commercial studies, marine product studies, or domestic studies; all the grades of academic high school in technical studies or industrial studies. Problems about these subject matters are analyzed. Curricula of foreign countries (U.S.A., England, Germany, France, Japan) are compared with that of our country. Educational direction relevant to our conditions is determined. Curriculum upon new educational direction is organized. The concreteness of curriculum is aimed at.

Seminar and investigation on the operational status of curriculum are taken as research methods and also opinions about new curriculum are sought.

It is difficult to present all the research results because they are enormous, thus, only a basic

direction in organizing the curriculum will be presented here. In the natural studies of elementary education, scientific thinking, creative mind and investigative activity are emphasized and also affirmative attitude or science is strengthened. In moral studies of elementary education, emphasized were approaching personal or domestic affairs rationally and becoming a wise consumer. In technical studies of the middle school, it is emphasized for the student to be able to determine his own future course rationally by comprehensing of such fields as construction, traffic, and correspondence. In technical studies of the academic high school, it is emphasized to choose his apt field through the reaffirmation of his own aptitude. In industrial studies of the academic high school, it is emphasized to connect his study with his future occupation through the concentrated research about an apt field.

MER. 000053

Study on the Development of Models for the Management Information System of Educational Administration

Se Ho Shin et al.

Misc. Educational Research Report No. 53

KEDI, 1979, P. 171, Korean

Des. – Educational Administration, Information Management System Model, Teacher Administrative Information System, EDPS.

Ide. –

This research aims to make administration information system for the rationalization of teacher personnel management EDPS as one of model developments for the establishment of management information system in educational administration. Problems from the establishment of teacher personnel management are also examined and how to modernize teacher administration is presented. At the same time, 28 kinds of information about teachers needed to determine the policy on teachers are extracted and computerized.

Personal information about teachers which is put into computer will be helpful in the following points. First, the teacher personnel management will become more efficient. Second, city or province junior school supervisors may allot more time in supervising general schools, because their business burden will be reduced. Also, it will be possible to supply recent information including the supply and demand of teachers at the appropriate time.

This research is not only restricted to Teacher Occupation Bureau among sub-structures in the Ministry of Education but also confined to elementary school teacher management and training among various things related to teachers. From now on, this research should expand to the level of computerizing administration information system in elementary and high schools and in universities, after reexamining the efficiency of various kinds of information on elementary school teachers. At the same time, this system should expand from Teacher Occupation Bureau to all sub-structures. Information system of educational administration should also be established.

MER. 000054

Theoretical Basis for the New Instructional Model

KEDI

Misc. Educational Research Report No. 54

KDEI, 1979, P. 243, Korean

Des. – New Instructional Model, New Educational System, Comprehensive Model of Educational Curriculum, Small-Scale Tryout, the Individual learning Model

Ide. –

The New Instructional System which KEDI has researched, developed and applied as one of eudcational innovation tasks is divided into the instructional system and the management system.

This research deals with both aspects at the same time, but especially puts emphasis on the instructional system. This study also tries to seek the theoretical basis of the new instructional model. The general characteristics of the instructional process model as one of new instructional models are as follows. This study adopts the theory of systematic approach and also the developed theory of educational technology.

In order to achieve the aims of research, this research develops as follows. In chapter 1, the general model of instructional process, and theory related with instruction plan are surveyed. In chapter 2, procedures in developing teaching-learning

materials, the characteristics of these materials, and how to use these materials are discussed. In chapter 3, general instructional model by Glaser, individually prescribed instructional model, teaching method through computer (CAI), and the selection and development of instructional aims are discussed for the individualization of instruction. In chapter 4 and 5, possibility and efficiency in applying the new instructional model (small-scale model and large-scale model) to field are groped upon the theoretical basis of the new instructional model related with the materialization of the new educational system.

MER. 000055

The role of Education for Political and Social Development

Jong Bok Kim et al.

Misc. Educational Research Report No. 55

KEDI, 1979, P. 210, Korean

Des. – Political, Social Development, National Development Education

Ide. –

This seminar seeks to find out what contribution education made to the development of the advanced countries. Upon this criterion, this seminar aims to seek directions to which education may contribute to the development aims of our country toward a welfare society actively and efficiently.

As a part of this research, a seminar is held in order to build indicators for development and to seek an analysis model of the educational role. Scholars in educational field delivered various kinds of opinions related with this subject in this seminar.

In part 1, under the subject of economic growth and education, there are subject delivery and discussion. Political development and education, social development and education, national development and education are discussed respectively in part 2, part 3 and part 4.

It is difficult to summarize the whole delivery contents because it is enormous, thus only some critical elements will be presented here. Development means qualitative transformation toward desirable conditions, and these mean the improvement of life quality. Then, the aim of national development in any country is the relation of national welfare to the building of abundant society. In order to achieve these development aims, political, economic, social and educational system should become integrated because they make the dynamic relation of interdependence. The development of the modern state is categorized as (1) the formation of the modern state, (2) industrialization, (3) national welfare and (4) welfare society after the example of the developed countries. At each step, major elements for development and corresponding role of education should be made clear.

In addition, in model formation or pragmatic analysis for the research of relation between national development and education, the following things should be taken into consideration. The factor called education should be conceptualized with correct terms. There are some difficulties especially in conceptualizing the qualitative aspect of education. Hypothesis about mutual action between education and society should be taken into consideration. Not only the clear function of education, but also proper function and contrary function of education should be taken into consideration comprehensively.

In this research, notional means and research methods which are developed in various fields of science should be put together. And, a comprehensive approach which investigates the effects of education in each area and each level of social system is more efficient.

MER. 000056

A Guide to the Management of Large-Scale Demonstration of the 5th New Educational System

KEDI

Misc. Educational Research Report No. 56

KEDI, 1979, P. 108, Korean

Des. – New Educational System

Ide. –

This booklet will be helpful as a guidebook to school managers and field teachers related with this model in carrying out the comprehensive model of the fifth new educational system.

Things related with the New Educational System are presented comprehensively in this report. In chapter 1, the background of the model and the practice of model operation are treated as the

outline of model. In chapter 2, the roles of KEDI, Board of Education and Education Office, and model schools and cooperative schools are treated as the roles of related facilities. In chapter 3, the preparation of school management paper, the preparation of grade and class management paper, the example of contents which will be included in school management paper and cautions in the phase of management plan are treated as problems related with the establishment of the model school management plan. In chapter 4, organization formation, the operation of curriculum and the problem of supporting management are treated as the problems related with the realities of the model school operation. In chapter 5, the boundary the method and the procedures of evaluation are treated as the problems related with the evaluation or school management.

MER. 000057
Compulsory Education in Selected Countries
Jong Jae Lee et al.
Misc. Educational Research Report No. 57
KEDI, 1979, P. 282, Korean
Des. – Compulsory Education System (European Type of Compulsory Education System, American Type of Compulsory Education, Compulsory Education System of Communist Countries)
Ide. –

The Government tries to build conditions and to supplement related system in order to execute the compulsory education in middle schools gradually from 1982 which is the Fifth Year Economic Development Plan begins.

KEDI has initiated a primary research related with compulsory education and a research to improve related system at the request of the Ministry of Education. And as the result, KEDI has published a booklet, "Comprehensive Practical Plan to Settle Compulsory Education in Middle Schools."

This research is promoted as a part of this plan, and seeks to make materials in settling compulsory education in middle schools by understanding the trends of compulsory education policy in major countries. In analyzing the settlement process of compulsory education in major countries and its trends, contents dealt with are the period of compulsory education, the degree of free education, the process of settlement, teacher training, the private middle schools, education for the handicapped, early childhood education, and other administrative or financial supports related with the whole educational system.

Subject countries are some European countries, Asiatic countries, and such communist countries as U.S.S.R. and North Korea. There are England, France, West Germany, and Sweden among the European countries. There are U.S.A., Japan, Israel, and Taiwan. And, there are USSR and North Korea among the communist countries.

The characteristic of compulsory education system in some European countries is that they adopt a single ladder system in the school system, which countries like U.S.A., Japan, Israel and Taiwan adopt a dual ladder system in the school system. The communist countries adopt their own system, and free compulsory education does not have any meaning in such a system.

It is difficult to present the enormous materials, so they will be omitted here. But this material will be helpful in introducing the appropriate methods and procedures for the middle school compulsory education.

MER. 000058
Analysis of the Contents Relevant to the Population Education in the Textbooks for Middle and High Schools
Ok Im Lee et al.
Misc. Educational Research Report No. 57
KEDI, 1979, P. 63, Korean
Des. – Population Education
Ide. –

This research aims to provide primary materials to supplement population education policy through the systematic analysis of materials, related with population education, among current textbooks in middle and high schools.

Targets for this study are 11 subject matters which are assigned as strategic ones through the population education indexes by the Ministry of Education. They are as follows in middle and high schools respectively: Middle school - social studies,

science, athletics, home economics; high school - national geography, world geography, social culture, political economy, biology, athletics, home economics.

Research results (analysis results) are as follows: The content gravity of population education is heavier in current textbooks rather than in old textbooks. Contents in organizing population education are different from prerequisite research. Content gravity in organizing population education is modulated according to school, class and textbook. Textbooks which include materials in organizing population education are different from prerequisite research.

The following suggestions are made upon the results from this research and the problems during performance. Although the contents of population education are expanded and their gravities are increased, future population education should put more emphasis on its realization rather than on the expansion of contents. For the development of curriculum about the contents of population education, analytical research is needed on elementary school textbooks. Curriculum research on population education should be on-going and systematic analysis of elementary, middle and high school textbooks on population education should be followed.

MER. 000059

Exploration on the Directions for the Improvement of Middle School Education

Suk Woo Chang et al.

Misc. Educational Research Report No. 59

KEDI, 1979, P. 219, Korean

Des. – Directions of the Improvement in Middle School Education

Ide. –

The middle school gradually changes from the educational institution which performs "secondary general education upon the basis of elementary education" to the educational institution which performs "national basic education".

On the other hand, the Government plans to carry out compulsory education in middle schools gradually from 1982, and according to this, tasks to reform middle school curriculum are initiated since 1980.

But there are many prerequisite problems to be solved in carrying out the compulsory education in middle schools. Some of them may be solved through systematic and financial solutions, while others may be solved only through internal reforms and innovations.

This report is on the "seminar to grope the improvement direction of secondary education" aimed at identifying the problems which the current secondary education faces and at seeking their solutions.

The following subjects are treated in this seminar. In part 1, the actual status of school education and the search for solutions are treated in view of: the characteristics of secondary education as compulsoary education, the actual status and problems of secondary education and the tasks to improve secondary education. In part 2, the stratagem for the improvement of secondary education (I) is treated in view of: the actual status of the retarded children and problems, the search for the instructional system in middle schools, and the organization of efficient instructional media. In part 3, stratagem for the improvement of secondary education (II) is treated in view of: teacher's morale promotion, search for managerial system in middle schools and extra-curricular activity and the systematization of living direction.

MER. 000060

Comprehensive Analysis of Elementary and Secondary School Students' Studies on Politics and Society

KEDI

Misc. Educational Research Report No. 60

KEDI, 1979, P. 239, Korean

Des. – Politicalization and Socialization, Ideology, Value Judgement, Value Cognition

Ide. –

On the assumption that political socialization of the young generation continues to adult period without any great change, political socialization of our students in middle and high schools is closely related with the characteristics of future political system in our country.

This research aims to analyze the political socialization of our students with deep concerns

on how the characteristics and the shape of our political system are developed. In this research, the political socialization of elementary and middle school students since the end of the 1960's is analyzed especially.

Subject materials in this research are 12 papers, which have been prepared during the ten years period from 1968 to 1978, on politics and pedagogy.

The meaning, contents, period, development, and cause of political socialization and also learning process are examined case by case. In addition, research on American political socialization which gives fundamental basis to this study is taken into consideration. After showing our young students' political socialization, American results are compared with that of our country.

MER. 000061

An Exploration on Social Demands of Educational Goals

KEDI

Misc. Educational Research Report No. 61

KEDI, 1979, P. 267, Korean

Des. – Objectives of School Education, Analysis of Social Needs

Ide. –

This booklet represents the compilation of materials presented and discussed in an academic seminar held by KEDI on June 28-29, 1979 to determine the social needs and the aims of school education.

In this seminar, the role expectations and functions which various kinds of social personnel sets to school education, and the educational aims reflected in school education are examined in order to analyze the social needs of educational aims.

It is difficult to summarize all the contents of the research result because of their enormity. Only important summaries are thus presented here. In the first section, the historical situation of Korea and school education aims and self-realization of the individual and school education aims are delivered and discussed. In the second section, human image which the domestic life requires and school education aims, human image which the regional society requires and school education aims and human figure which the international society requires and school education aims are delivered and discussed. In the third section, human image which the religious and moral aspects require and school education aims and human image which the cultural and aesthetic aspects require and school education aims are delivered and discussed. In the fouth section, human images which the political circumstances require and school education aims, and desirable persons with the development of science and technology and school education aims are delivered and discussed.

MER. 000062

Case Study on the Causes of Slow Learner

Woon Sik Chung et al.

Misc. Educational Research Report No. 62

KEDI, 1979, P. 33, Korean

Des. – Slow Learning, Slow Learner, Learning Deficiency

Ide. –

This is a report of a research contracted from KEDI, and the copyright of this report wholly belongs to KEDI. But the results are not the formal opinions of KEDI.

Research contents are as follows. They are the notion of learning retard, the examples of learning and the cause of learning retard.

Learning retard does not simply mean the slowness of learning speed or poor academic ability, but it means the state of which person does not get to the full realization of his academic ability for his learning potential. Therefore, the notion of learning retard is "the degree of academic accomplishment which a person does not get to his full realization for his learning potential".

In order to correct this difinition, the following things should be taken into consideration. The notion of learning retard may make sense only in relation to individual learning potential. The notion of learning retard may be applied to all areas of school learning, including emotional learning. Learning retard may be overcome through proper guidance.

This research takes the form of example reserch in order to identify the reasons of learning retard. This research is done through the investigation of relation between Academic potential and real

ability. Not only all kinds of information on the selected child are put together, but also interviews with the child himself and his parents are carried out.

The reasons of learning retardation are generally as follows. They are: conditions related with learning habit, reason related with individual personality, conditions from objective environment, the degree of a person's physical health and the accumulation of learning deficiency.

MER. 000063

Theoretical Inquiry on the Slow Learner

Se Ho Shin et al.

Misc. Educational Research Report No. 63

KEDI, 1979, P. 198, Korean

Des. – Slow Learning (Cognitive Cause, School Environmental Cause, Home or Social Environmental Causes)

Ide. –

KEDI has promoted the material development of supplementary lessons for the retarded children at the request of the Ministry of Education.

Because theoretical research should be preceded in order to develop supplementary learning materials, KEDI conducted a theoretical research through the conference with expert scholars on various aspects of the cause of learning retard and ways to correct it. This report contains results from this research, and includes not only the theoretical outline on the retarded children but also the reason and ways to correct learning retard.

The reasons of learning retard may be divided into two levels. The first consists of intellectual and emotional factors which operate on the personal level; the school environment factor, home environment factor, and social environment factors, operate on the environmental level. This distinction is not clear, and mutual interactions should always be taken into consideration.

The remedy of learning retard should be responsibly performed in school, home and society. A teacher should identify and remedy a student's need and obstacles. He should be able to grasp the primary elements of learning and to differentiate the retarded students and understand how to teach the retarded students. On the other hand, it is important for a teacher to grasp study principles which will be helpful in teaching the retared students. In addition, in order to teach the retarded students efficiently, it is necessary to develop supplementary learning materials which are appropriate to them. KEDI has tried to develop materials appropriate to the aims and characteristics of developing such materials.

MER. 000064

Tasks in the Development of Social Education in Korea

Tae Bum Chung et al.

Misc. Educational Research Report No. 64

KEDI, 1979, P. 179, Korean

Des. – Social Education, Air and Correspondence Education

Ide. –

Cases selected in six departments of the Government are researched and delivered in this conference after the theme announcement on the actual status and prospect of Korean social education. Upon this, ways to make Korean social education efficient are sought in three departments.

In announcing the theme on the prospect and task of Korean social education, the necessity of informal education is shown in view of many characteristics of modern society. Informal education as well as formal school education is important. Also it is shown that our concern and systematic and legal arrangements are needed to formalize informal education.

Typical program for social education is selected and announced in each department, and it is meaningful to exchange various kinds of experience through the case study.

In department discussions the ways to make Korean social education efficient are sought upon eight case studies. In the first department, for the efficient operation of social education program itself, the contents of each program and educational methods are explained in detail. There were general discussions on the development of programs relevant to educational needs, learning materials and learning methods for efficient learning, and students' participation in the learning activity. In the second department, the strengthening of the relation between

social education and school education, and ways to generalize social education are discussed upon the developed cases. Therefore harmony between personal and material resources which school holds and the educational function of society are emphasized for the socialization of school education and the education of society. In the third department, the establishment of the administrative system and the unification of its function are treated for the efficient operation of social education.

Upon the research results above, practical problems are presented in various aspects for the materialization of social education.

Mer. 000065
Current Status of Technical Education in Korea
Jeoung Keun Lee et al.
Misc. Educational Research Report No. 65
KEDI, 1979, P. 61, Korean
Des. – Technical Education, Technical Education Policy, Technical Field System, Technical High School
Ide. –

The current status of technical education in Korea are looked into historically and an innovative program is introduced in this booklet. Also, policies for the development of technical education are presented after identifying the problems in technical education policies.

There are skill certificalion system and the specificialization of industrial high school among the innovative programs.

MER. 000066
Study on the Development of Unit Model for Envirionmental Education
Ok Im Lee et al.
Misc. Educational Research Report No. 66
KEDI, 1979 P. 107, Korean
Des. – Environment Education Model
Ide. –

This research aims to develop a model chapter for developing contents related with environment and to develop a teachers' guidebook and audio-visual materials needed to teach and learn the model chapter.

Advices and consultations were sought from the time of the establishment of the plan through the conference composed of persons in environment related research institutes, experts in curriculum, persons in related offices in the Ministry of Education, field teachers, and related experts. Materials related with environment education are then extracted, and contents appropriate to the conceptual structure of environment education are drawn. In the science curriculum of the the second grade in middle schools, contents in such chapters, as "science and life" are selected, and upon these, a model chapter is developed. The possibility and effects of the results from the application of developed materials to school field are examined in detail.

Students' knowledge and attitude and teachers' opinions which result from the field experiment of newly developed environment education are as follows: Open model chapter of environment education is efficient in raising students' school achievement. This model chapter is efficient in raising students' concern in environmental problems and in changing students' attitude on environmental pollution and environmental preservation. Developed system of the model chapter is convenient in the teaching-learning activity.

In conclusion, the model chapter developed in this research will become good basic materials in maximizing the efficiency of environment education. Also presented are the methods for the efficient implementation of environment education.

MER. 000067
An Exploration on the Policy Directions for the Development of Educational System
Yoon Tai Kim et al.
Misc. Educational Research Report No. 67
KEDI, 1980, P. 363, Korean
Des. – Improvement of Educational System, Expansion of Educational Opportunities, Quality Control, Compulsory Education, Social Education System, Life-Long Education.
Ide. –

The educational system aims to guarantee equal

opportunity for education to all the people and to promote development of individuals as well as the nation.

According to this basic direction, our educational system should be able to meet national and social needs of education. Internally, it should aim at the qualitative substantiality of education, and externally it should be able to convert to more flexible social adaptation system. In addition, it should take Korean context of educational phenomena and the educational system should be provided to contribute to the balanced development of the regions and the nation.

KEDI has conducted researches related with compulsory education, social education, and higher education as an effort accomplish the development aims of Korean educational system. This booklet is the collection of results from a seminar under the title of "Search for the Direction of Developing the Educational System". This seminar was held in order to widen the scope and the depth of research through the participations by related experts at every level of the society.

This seminar will be helpful to enable the vertical connection among elementary-secondary education, higher education, and social education, and to ensure horizontal connection among educational aims, curriculums, educational methods for each level, and administration and finances. This will be helpful to the development of educational system which will respond to social changes flexibly.

It is difficult to summarize the contents of seminar, because of their enormity. Thus, only the topics which have been discussed are presented. Part 1 deals with. Problems of policy to establish compulsory education in the middle school, the connection between the elementary curriculum and the secondary curriculum, the supplement of teachers and their training, the improvement of curriculum and teaching methods, and administrative and financial support for the qualitative improvement. In part 3, under the title of the development of social education system for the expansion of educational opportunity, fundamental direction to developing the social education system, problems in developing air and correspondence education system, problems in improving the educational system in various kinds of schools, ways to institutionalize life-long education, and educational function of social education institutions are discussed. Contents in part 1, part 2, and part 3 are summarized in part 4.

MER. 000068

The Direction of Technical Education for Cultivation of Skill-Intensive Industry

Jeoung Keun Lee et al.

Mics. Educational Research Report No. 68

KEDI, 1980, P, 376, Korean

Des. – Technical Educational, Labor Intensive Industry

Ide. –

All nations in the world stress the technical education as a way of continuing their industrialization efforts Korea has emphasized the development of technical education as its own pursuit of industrialization. As a result Korea has come to establish its own image of technical education witnessing a very high economic growth rate. However, today's economic situation raises suspician that old development strategy would no longer be effective. While the technical education has so far contributed much to cultivate labor-intensive industry, it is no longer appropriate to sophisticating process of industrialization.

Therefore, the change of technical education for skill-intensive industry is necessary if Korea wants to develop into a highly industrialized society. To meet these needs, KEDI has implemented basic researches for 10 years and is planning to continue this effort in the eighties.

This research contains: an analysis of the present state of Korean technical education, presentation of the tentative direction for technical education on the basis of international trend, and suggestion for the direction of technical education for 21st century.

MER. 000069

A Proposal for the Financial Aid to the Private Vocational Colleges.

Jeoung Keun Lee et al.

Misc. Educational Research Report No. 69

KEDI, 1980, P. 69, Korean

Des. – Junior Technical College, Financial Support

Ide. -

This is a research on developing high-levl manpower related to the World Bank (IBRD) fifth educational loan.

This report aims to provide basic directions of supporting plan (how the W 10 billion IBRD subsidy will be allotted to which activity of which college through what criteria) and to determine how to moblize W 25 billion in domestic capital as required by the Loan condition.

Domestic capital W 25 billion is required to be allotted to private industrial technical colleges.

Major problems are extracted in this plan through the analysis of the actual status of technical colleges. Upon these, basic directions of support are determined, and finally, ways to raise the domestic capital are discussed.

MER 000070

Study on the Establishment and Management of Small Scale Schools

– Centering Around Primary Schools in the Metropolitan Cities –

Chung Wha Suh et al.

Misc. Educational Research Report No. 70

KEDI, 1980, P. 125, Korean

Des. – Small - Scale Schools

Ide. –

Although all of us recognize that the generative power of accelerated economic growth in the 1970s was education, and that elementary and secondary education becomes the foundation of all succeeding educational activities, present conditions in elementary or secondary education continue to be deteriorated. Examples are over-crowded classes, over-crowded schools, and the double-shift school system.

Under these conditions, the qualitative elevation of education is needed when the coming of high-industrial society is expected. But the improvement of educational conditions should be preceded by the qualitative improvement of education. And, it is impossible to maximize the qualitative elevation of the school education and the productivity of the whole educational system without the improvement of educational conditions.

In this context, the educational conditions of elementary schools, their causes, and their results are analyzed in this research. And then, as one way to overcome these problems, the operative model of small-scale schools are developed and related materials of policy are given.

First, the reasons why the debate on the small-scale shcool is increasing are examined in this research. The reasons are as follows: The increase of over-crowded schools, the increase of over-crowded classes, the increased difficulty in securing site, for schools in big cities, the deterioration of educational conditions, lowered quality of educational activity, and the decline of educational effects. The merits which result from the operation of small-scale schools (or mini-schools) are alleviations in the following: Problems in guiding students, the estrangement of human interactions among teachers, the difficulty in operating curriculum, and the lack of link among the parents of students and the community. Also the model of building and operating small-scale schools, and some important matters on policy are discussed in this research.

MER. 000071

The Theory and Practice of Education for the Gifted.

Se Ho Shin et al.

Misc. Educational Research Report No. 71

KEDI, 1980 P. 126, Korean

Des. – Education of the Gifted, Special Educational Program for the Gifted Children

Ide. –

This publication translates a report submitted to the U.S. Congress by the U.S. Education Commission and the U.S. Office of Education for the Gifted. Many gifted students can be selected and make contributions in the arts, industry, science and other areas. Unfortunately, the achievement levels of many gifted individuals are lower than their intellectual potential, as indicated by various researches. This kind of loss are particularly evident in the minority groups for whom the social and educational backgrounds suppress their potential. The efforts behind the background of this report is in attempting to prevent such loss for maximum utilization. The subjects of study in this report

largely were limited to the elementary and middle school levels (5-17 year olds). The contents in this report are as follows.

Chapter 2 to 4 discuss the problems in education for the gifted. Chapters 5 and 6 deal with the current status in each state and the measures provided by the federal government. The last chapter presents a proposal to narrow the gap between the current status and the ideal status. This chapter also summarizes the framework for steps to be taken from 1972.

MER. 000072

Exploration on the Directions for the Improvement of Compulsory Education System

Chung Wha Suh et al.

Misc. Educational Research Report No. 72

KEDI, 1980, P. 128, Korean

Des. – Compulsory Education System, Educational Administrative System.

Ide. –

KEDI initiated "a research to reform the system of educational administration after the extension of compulsory education" this year. This research aims to prepare for the middle school compulsory education which is expected to be carried out in the eighties and to seek the ways to improve of educational administration system which can adapt to social changes. The seminar is carried out as a part of this research effort.

Boundary, contents, problem diagnosis, and improvement directions on "educational administration" differ depending on the perspectives on "education" and "administration".

But various kinds of basic research on extending the compulsory education since 1977 are treated with emphasis. Also, the re-arrangement of local administrative organization, the organization of unit schools, the efficiency of operation, the specialization of executive members, and the expansion of accommodational capacity which are closely related with the extension of compulsory education, are treated in order to determine the future policy directions.

The results of this seminar are arranged in sequence of the organization of educational administration at each level of administration, re-consideration of operational efficiency, reconsideration on the specialization of educational administration personnel, and the smoothness in expanding accommodational facilities. Among these, points of agreement and contents which are thought to be close to the basic directions of improvement are collected and summarized in this report. Therefore, contents presented in this report, are not the ultimate opinions of the research staff.

MER. 000073

A Proposal for the Encouragement of Academic Activities by the Korean Scholars Abroad.

Young Chul Kim et al.

Misc. Educational Research Report No. 73

KEDI, 1980, P. 163, Korean

Des. – Supporting Plan for Academic Activities, Korean Scholars Abroad.

Ide. –

Modern society is faced with what is called the knowledge explosion. Learning fields are subdivided and scientific technology has developed rapidly.

In order to reach the sophisticated scientific technological society of today, many researchers and scholars in all fields of science have been preceded. In this context, the promotion of learning is important to support the research activities of able scholars for national development.

In this regard this research deals not only with the support of domestic scholars' research activities, but also for the Korean scholars who remain in foreign countries the actual status of Korean scholars abroad is analyzed in this research. Also not only the the learning activities of domestic institutes but also major institutes and academic groups in foreign countries are analyzed in order to expand the scope of international academic exchange. A few new measures are suggested in order to support the academic activities of Korean scholars abroad

Materials which are shown in this research will be helpful to persons who have interest in this field as the sources of important information.

MER. 000074

Research Report of the Basic Planning for the Computerization.

Shi Chung You et al.
Misc. Educational Research Report No. 74
KEDI, 1980, P. 187, Korean
Des. – Computerization.
Ide. –

Modern society requires the efficiency of business performance and the optimization of decision making process with toward larger size of organizational scales and the complication and specialization of functions. And in this society, computer appears the darling of the new age because it makes possible to substitute the function and labour of human beings efficiently.

KEDI has increased its own organization scale and the performance of research since the establishment in 1972. Especially, KEDI is a special institution of the national importance and examines educational policy of the nation.

KEDI should try to computerize its business for the active performance of research activity and the efficiency of supporting and management functions which support this activity. Accordingly, this research aims to examine the appropriateness of computer introduction to establish the fundamental plans for computerization with considerations for considering the KEDI's functions, type of tasks and conditions.

The main contents of this research are as follows. About the tasks with which each department deals, work quantity to manipulate, the frequency in arranging the stream of task, treatment procedures and their characteristics, future prospect and problems are examined respectively, and the possibility to computerize each task is examined. After selecting tasks needed to computerize among all tasks, the primary system development is anlayzed and the technical, managerial, and economic feasibilities for computerizing are examined. The reasonable scale of computer is examined, after considering present or expected business quantity to manipulate, and accordingly machine configuration at the first time of introduction is suggested. A plan is build after three steps from 1981 to 1985 as the basic plan to drive comprehensive computerization. Problems in promoting computerization and preliminary preparations are analyzed.

MER. 000075
A Study on the Reorganization of High School System Through the Model of Unification High School
Yoon Tai Kim et al.
Misc. Education Research Report No. 76
KEDI, 1980, P. 135, Korean
Des. – Comprehensive High School, Reorganization of High School System, Integrated Secondary School Education.
Ide. –

This research aims to make the systems model of new comprehensive high school which is appropriate to our own conditions, and this model results from the systems notion of comprehensive high school which was presented in preliminary research partially in order to meet urgent problems in the school education of Korea.

In order to achieve the aims of research, research is performed as follows:

The actual status and problems in Korean higher education are analyzed in view of equal opportunity for education and of curriculum. Current high school curriculum is deficient in providing education appropriate for students' aptitude, ability and needs. It is also deficient in determining future careers while students are in school. Horizontal shift, when necessary, is impossible in this curriculum, and there is no co-operative system between schools and departments.

World trends in secondary education and comprehensive secondary education system in major countries are compared and analyzed in view of background, form, curriculum and accomplishment. These became references in making comprehensive high school system in our own country. The trends of secondary education in most countries change from traditional elite education through entrance examination to universal education based on equalitarianism.

The actual status and problems of the Korean comprehensive high school are examined, and these materials are used as basis for developing a comprehensive high school system. Reasons why the comprehensive high schools in our country fail are as follows: The difficulty in operating curriculum normally, the lack of teachers including practical studies teachers, the lack of equipments and

finances, the conflict between liberal arts group and technology group and the preponderance in particular orders.

In proposing the comprehensive high school system, the notion of comprehensive high school developed in preliminary research is advanced. The new system of comprehensive high school is suggested in order to meet the generalization of higher education accelerated by compulsory education in middle schools and to supplement the equalization system.

MER. 000076

Ecuational Tasks and Finance in Korea

Chung Il Yun et al.

Misc. Educational Research Report No. 76

KEDI, 1980, P. 192, Korean

Des. – Educational Finance of Korea, Measures for the Securement of Educational Resources, Status of Educational Finances of European Countries, Measures for the Establishment of Education Tax, Measures for the Securement of Local Educational Finance.

Ide. –

The utmost necessity to improve the quality of education in Korea is in securing the fund. For example, the amount of educational investment per student in Korea is about one-fourth that of Japan.

Taking a proper step to secure educational funds is needed immediately as one of the policy tasks. KEDI hosted a seminar aiming to secure resources for educational development and the result of the seminar is abstracted in this report.

The report contains:

- Actual status and prospect on educational finance and estimating the demand for educational fund
- A proposal to secure educational resources, including provincial educational finance, government subsidy, and the search for a policy to establish the educational tax.
- Current status of educational finance in Europe including U.K., France and Sweden

MER. 000077

A Progress Report on a Project to Develop Teaching-Learning Materials

Se Ho Shin et al.

Misc. Education Research Report No. 77

KEDI, 1980, P. 169, Korean

Des. – Teaching-Learning Materials

Ide. –

This study aimed to investigate ways to raise the outcome of education by providing teachers and students in elementary schools with necessary materials for the effective teaching or/and learning.

This study is a joint project supported by the Ministry of Education of Korea and by UNICEF and conducted by the National Institute for Educational Research and Training and the Korean Educational Development Institute.

As a foundation of the material development for teaching and learning, it deals with the design of classroom activities and learning media and describes the development and distribution of teaching-learning materials, its utilization and maintenance system.

MER. 000078

An Analytic Research on the Current Middle School Curriculum

Yong Gul Lee et al.

Misc. Educational Research Report No. 78

KEDI, 1980, P. 88, Korean

Des. –

Ide. –

This study, as a foundational research, aimed to improve the middle school curriculum and was contracted to the Educational Research Institute of Seoul National University.

Focusing on the outline of existing curriculum of the middle school, this study surveyed the actual status of management and collected nation-wide opinion of field teachers on the direction and the content of reorganization.

For collecting opinions, a questionaire survey was conducted at 300 middle schools in various areas of the country. The content of the study contains the following.

- foundational principles and general objectives
- structural principles
- organization of curriculum and time allotment
- managerial guideline
- Analysis of educational objectives

- course activities
- extra curricular activities

MER. 000079

Search for the Direction and the Effective Utilization of Educational Broadcasting

Myung Ja Nam et al.

Misc. Educational Research Report No. 79

KEDI, 1980, P. 96, Korean

Des. –

Ide. –

This is the report of a semina held by KEDI to explore the effective utilization of educational broadcasting and to establish its direction. This report consists of four parts

- The purpose and function of educational broadcasting
- The current status of foreign educational broadcasting system
- Contents of educational broadcasting and their utilization prospects and tasks of educational broadcasting

MER 000080

A Study to Improve the College Entrance Examination System.

Jong Suh Kim et al.

Misc. Educational Research Report No. 80

KEDI, 1980, P. 87, Korean

Des. – College Entrance Examination System.

Ide. –

As a contract research project in 1980, this study aimed to diagnose the existing college entrance examination system put into practice after the Normalization Policy of 1980. By analyzing and taking comparative view on the foreign systems of college entrance examination, it aimed to take necessary steps for raize the validity and reliability of high school records and the entrance exam. It also examined the function of the system and made suggestions by summing up the opinions of educational specialists.

MER. 000081

A Research on the Curriculum Organization Following the Upgrading of Junior Teachers College to 4 years

Jong Kyu Ham et al.

Misc. Educational Research Report No. 81

KEDI, 1980, P. 103, Korean

Des. – Educational Curriculum of Junior Teacher's College.

Ide. –

This research aims to propose a tentative curriculum applicable to the proposed extension of the two-year junior Teacher's colleges into four-year colleges. The procedures for changes of Junior Teacher's colleges were studied and problems were analyzed. The study collected comprehensive opinions from various fields of education.

It also suggested future direction of elementary education and changing role of junior teacher's colleges.

It further proposes ways to foster training of professionals in elementary education and to cultivate firm view of teaching profession.

In the tentative proposal or the curriculum, major points to be considered were suggested.

MER. 000082

A research on the Maintenance of In-service Teacher Education System

Jun Hee Park et al.

Misc. Educational Research Report No. 82

KEDI, 1980, P. 55, Korean

Des. – Teacher Education.

Ide. –

This study is a basic research contracted out to improve the current system of teacher education. First of all, Korean educational system was compared to those of foreign countries. It provides comments on the current system and deals with improvement measures. The contents are as follows:

- Attitude of the government on teacher education
- Basic structure of the teacher education system.
- Teacher re-training system
- Certification of teaching profession
- measures to upgrade the quality
- Problem of teacher education in special fields
- Training at abroad

With a critical comment on the above mentioned area, the study proposes policy suggestions to improve the teacher education system in Korea.

MER. 000083

A Search for the Direction of Population Education

Un Hyo Chang et al.

Misc. Educational Research Report No. 83.

KEDI, 1981, P. 60, Korean

Des. – Population Education.

Ide. –

This study introduces the first course of population education in Korea and the world-wide trends in this field. With the analyses of attitudes of elementary and middle school students on population education, this study aims to provide the reference data. As the result of this study, it was discovered that world-wide trend on population education is that population education is regarded as a part of family planning.

The attitudes on population education show the following pattern among students:

- Ideal number of children is three in one fmaily and strong preference of boy among higher graders
- Higher problem awareness for population size than that of family
- Male-inheritince awarness was high particularly among the male students
- Awareness on population size depends more on desirable family size than on the number of children

MER. 000084

A Research to Improve the Vocational High School Curriculum (Goals, Curriculum Organization and Coordination of Specialties)

Hae Gyun Song et al.

Misc. Educational Research Report No. 84

KEDI, 1981, P. 150, Korean

Des. – Establishment of Educational Objectives, Curriculum Organization.

Ide. –

The purposes of this study are to help students develop the firm views of job and to develop the curricula for expanding their knowledge and for training skills which are useful after their graduation. With a view from the past to future, this study surveyed and studies educational goals and organizations of the curricula to combine or delete. It seeks to find a viable plan relevant textbooks.

The research suggested other essential subjects with the consideration of its developmental trends.

The contents of the curriculum and divided into technical, agricultural, commercial and fisheries high schools.

MER. 000085

Improvement Measure for College Entrance Examination System.

Young Chul Kim et al.

Misc. Educational Research Report No. 85

KEDI, 1981, P. 25, Korean

Des. –

Ide. –

This study was undertaken to provide a guideline for the national entrance examination system to be adopted in the future. Constituting of four chapters, the first chapter of the study deals with the existing problems in the entrance examination system in two areas: structural and administrative. Chapter 2 discusses improvement measures for college entrance examination system. Chapter 3 forecasts the effectiveness of the measures suggested. The final chapter notes the areas to be cautious of while measures are being implemented. Supplemented are 'The Changes of College Entrance Examination System in Korea' and 'Comparative Study of College Entrance Examination in Other Countries and Its Trends'.

MER. 000086

A Research on the University Facilities Standard

Young Chul Kim et al.

Misc. Educational Research Report No. 86

KEDI, 1981, P. 304, Korean

Des. –

Ide. –

This research is to revise the standards of facilities for universities established in 1955 and to comprehensively dignose and evaluate current status of the facilities for providing a guideline and for elevating the role and function of universities. It is also to establish a minimum requirements in equipment standards of university as an effort to facilities

the normalization of higher education.

As the result of the research, following suggestions on facilities standards were made.

- Ease the current facilities standards
- Recognition of the necessity of formulating a regulation on facilities for graduate schools
- Maintenance of consistency among various school levels
- Exploration of ways to elevate actual utilization rate of the facilities
- Necessity of continuous studies on facilities

MER. 000087

A Workshop for the Development of Technical High School Curriculum

– Focus on Engineering –

Jeoung Keun Lee et al.

Misc. Educational Research Report No. 87

KEDI, 1981, P. 110, Korean

Des. –

Ide. –

This report contains the result of the workshop sponsored by the Korean National Commission for UNESCO and KEDI for cultivating and training experts to meet the demand in the future by introducing the curriculum which came into use in technical high schools.

The report discussed:

- Establishment of the conception of the curricular and the development model.
- Current status of technical high school education and problem analysis
- Prospect for the manpower demand and supply of Korea and the policy to develop technical high schools
- Analysis of world-wide trends in technical education and establishment of the direction for technical education
- Formulation of the educational aims.
- Development of teaching-learning materials with considerations for facilities
- Curriculum Management and evaluation
- Planning of support system for balanced management of the curriculum
- Evaluation of the workshop

Included are the reference information, foundational materials for the curriculum development and for evaluation.

MER. 000088

A Workshop for the Improvement of Effective Teaching of Integrated Text Materials

Byong Sun Kwak et al.

Misc. Educational Research Report No. 88

KEDI, 1981, P. 155, Korean

Des. –

Ide. –

This reports contains the results of a workshop seeking a guidline for the effective teaching of the integrated textbook for 1st ans 2nd grades of elementary school. The purpose of this study was to discuss and summarize the opinions on the characteristics, structure, and better teaching method of the integrated textbook.

It also deals with both the theory and practice related to the textbook. This study was carried out with the administrative support of the MOE and with financial support from the UNESCO Bangkok office.

It also contributed to the enhancement of interests in integrating the curriculum and played a vital role in application and ditribution of the textbook.

MER. 89

A Search for the Direction of the Development of Korean Education

– Focused on the Measures to Normalize over Tutoring Practice. –

Yung Chul Kim et al.

Misc. Educational Research Report No. 89

KEDI, 1981, P. 227, Korean

Des. –

Ide. –

From 1980, KEDI had carried out a research, "The Normalization of School education", to easen the over tutoring practices.

This study reflects the major policy areas and key point related to the our tutoring practice. This report consists of three parts. The first part analyzes the cause of the extra tutoring practice.

The second part diagnoses the problems of Korean education and explores a direction to the development of the school education.

The third part comprehensively suggests the direction for the development Korean education.

MER. 000090

An Exploration for a Comprehensive Curriculum for the Formation of the Desirable Korean Image

Yung Dug Lee et al.

Misc. Educational Research Report. No. 90

KEDI, 1981, P. 155, Korean

Des. –

Ide. –

The improvement of curriculum in promoting the teaching effectiveness is important and valuable. But it is difficult to improve the curriculum without the overall and reform of the educational system and the social structure.

In this regard this study made an effort to find the demanding features of the Korean image and established a direction and goals.

To meet the goals, the study discusses the weaknesses of the current educational system and seeks to find an alternative educational system.

MER. 000091

Measures to Secure University Facilities

Chung Wha Suh et al.

Misc. Educational Research Report No. 91

KEDI, 1981, P. 92, Korean

Des. –

Ide. –

This research is a policy study to seek measures for university facilities to deal with the sharp increases in the number of students as the result of the implementation of the graduation quota system as a normalization effort of 1980.

It was conducted to analyze the current status of university facilities, actual conditions of utilization, estimated number of students and the financial requirement.

Centering around the 89 four-year colleges in the nation, the study mainly surveyed school buildings, libraries, student's halls, Gymnasiums. Also surveyed were lecture rooms, laboratories, professorial research areas and administrative support areas.

The following item were suggested.

- Financial support to secure necessary facilities for public institutions.
- Alleviation of regulation and restrictions
- Encouragement of donations and contributions for the expansion of school facilities.

MER. 000092

The Direction for Development of Teacher's Colleges Toward a 4 year System

Ouk Woo Nam et al.

Misc. Educational Research Report No. 92

KEDI, 1981, P. 23, Korean

Des. –

Ide. –

This research was conducted by Inchon Teacher's college and inquired on the direction toward 4 year college system from 1981. Surveyed were the organizational structure and facilities, curricula and the research activities of the professors as well as the student activities. The study recommends the following:

- raising the social status and morale of the teachers
- training of elementary and secondary teachers within a integrated system
- developing the curriculum of pre-school children

MER. 000093

Educational Goals and Content Structure by Areas of Vocational High School

Jeoung Keun Lee et al.

Misc. Educational Research Report No. 93

KEDI, 1981, P. 401, Korean

Des. – Technical High school, Educational Curriculum

Ide. –

This research is based on the principle directing the integration of curricula for academic, vocational and other high schools.

The curriculum for vocational high school is made in accordance with 6 principles which include the aim of developing the curriculum for effective training of competent technicians who will play important roles in the forthcoming highly industrialized society.

On the basis of these principles, the curriculum for vocational high school is classified into 10 categories with 75 existing departments.

This research report describes the objectives, organization, time allotment principle and advice on running the curriculum.

Each objective and organization in 10 categories is also described in detail. Classified categories of vocational high schools are as follows:

- machine industry
- electronics and communication
- architecture and civil engineering
- industrial materials
- resources
- transportation
- chemical engineering
- fiber industry
- applied industry
- electrics

MER. 000094

The Direction of Curriculum Revision in each Category of Vocational High School

Jeoung Keun Lee et al.

Misc. Educational Research Report No. 94

KEDI, 1981, P. 205, Korean

Des. –

Ide. –

This research report is made of 10 reorganization measures on the curriculum of vocational high schools.

The organization which participated in this project are as follows:

- Reorganization measure on curriculum of automobile area (Development part of Ki–A industrial Co., Ltd.)
- Reorganization measure on curriculum of air craft area (Korean Air college)
- Reorganization measure on curriculum of electronics (Engineering college, Seoul National University)
- Reorganization measure on curriculum of resources (Choongnam University)
- Reorganization measure on curriculum of metals (Hyundai Automobile company)
- Reorganization measure on curriculum of chemistry (Engineering Teacher's College, Choongnam University)
- Academical Prospect on Printing (Shinku Vocational College)
- Reorganization measure on cirruculum of sericulture (Hong Ik Vocational College)
- Reorganization measure on curriculum of fiber area (Korean Fiber Industry Association)
- Reorganization measure on curriculum of food area (Agricultural College, Seoul National University)

MER. 000095

A Study on the Revision of Vocational High School Curriculum and Setting of Educational Objectives

Jeoung Keun Lee et al.

Misc. Educational Research Report No. 95

KEDI, 1981, P. 104, Korean

Des. –

Ide. –

Korea has achieved an outstanding economic development by successfully implementing a series of 5-year economic development plans. However, an analysis and examination of our present and future situations in a variety of ways are necessary if we are to continue the economic and industrial development. This study was begun with this point of view. This study stipulates that vocational education should not destroy the humanistic aspect of education. The tasks of vocational education, female manpower development, sophistication of the quality of manpower, embodiment of meritocracy, and the climate of positive attitude toward technology are all dealt with in this report.

MER. 000096

A Device for the Education of Teacher's Miscellaneous Duties

Chung Wha Suh et al.

Misc. Educational Research Report No. 96

KEDI, 1981, P. 137, Korean

Des. –

Ide. –

This study aims to promote the elevation of teachers' morales, normalize school education as important tasks to reform the educational system and to create environments for teachers to be able to concentrate on teaching.

The suggestions of this study are as follows.

- elimination of unnecessary paper work and practice
- simplification of school documents
- reduce mobilization activities of students and teachers
- abolition of miscellaneous duties caused by youth organization and social education activities
- document confirmation oriented guidance and inspection
- re-organization and simplication of learning materials
- construction of coordination system with institutes concerned and elimination of miscellaneceous duties through systemetic devices

MER. 000097

A Basic Research for Fisheries and Sea Transportation Vocational High School Curriculum

Sung Gyu You et al.

Misc. Educational Research Report No. 97

KEDI, 1981, P. 195, Korean

Des. –

Ide. –

The curriculum of fisheries and sea transportation vocational high schools have not changed much since 1963 except for one or two partial revisions. Therefore, it is dificient in providing a solid view of vocation to students or in suppling them with general techniques. This study was attempted to change this situation. It comprises the need assessments on these vocational high school curricula, and by a comparative analysis of foreign curricula, and by problem analysis on present curricula.

MER. 000098

A Basic Research for Development of Commercial High School Curriculum

Dong Gee Kim et al.

Misc. Educational Research Report No. 98

KEDI, 1981, P. 220, Korean

Des. – Business Education Curriculum

Ide. –

This study is composed of the need assessment on commercial high school curriculum, the case study on foreign curriculum, the problem analysis on present curriculum and "curriculum device for commercial high schools curricula".

The results of this study are as follows:

- To clarify educational objectives.
- To execute specialized education fitted to each community and school by giving flexibily to organization structure of the curriculum
- To integrate similar subject matters.
- To make the ratio of general subject to special subject 55/45.
- To specify the educational objectives of each subject matter.
- To make classified organizational structure in accordance with the condition of each community and school.

MER. 000099

A Basic Research for the Development of Home Economics and Vocational High School Curriculum

Hye Yul Maeng et al.

Misc. Educational Research Report No. 9

KEDI, 1981, P. 129, Korean

Des. –

Ide. –

The curricula of home economics and vocational high schools were mandated by the enactment in 1963 and was revised on August, 1971. It has not changed much since except 2 partial revisions.

This study was executed by specialists in home economics and is composed of 'problem and need assesments on home economics vocational high school curriculum' 'comparative analysis on foreign home economics vocational high school curriculum' 'research on curriculum development of home economics, vocational high school' and others.

MER. 0000100

A Study on the Career Guidance Development Programs in Secondary School Education

Eung Yun Hwang et al.

Misc. Educational Research Report No. 100

KEDI, 1981, P. 213, Korean

Des. – Career Guidance, Occupational Guidance

Ide. –

This study aims to help guide the students in planing their own future, choosing their jobs and

adjusting to their selected jobs.

The suggestions of this study are as follows:

- Enact laws for the development of career guidance programs on a national basis.
- Re-organize the curriculum and textbook to make all subject matters to contain career guidance.
- Include career guidance classes in teachers' colleges and make all teachers to become qualified in providing career guidance by giving them in-service training.
- Train experts on career guidance.
- Develop various teaching - learning materials.
- Execute basic researches on the subject.

MER. 0000101

Reform Measures on College Management System – Focusing on College Administrative Structure –

Chung Il Yun et al.

Misc. Educational Research Report No. 101

KEDI, 1981, P. 91, Korean

Des. – University Management System

Ide. –

This study is done to internalize college education reform project and to improve college administrative system.

The subjects of this study were 25 colleges out of the total 89 college and universities in the nation.

This study approaches more specific policy measures by restricting the concept of college administrative system into internal structure and process of administrative management system within a college. College administrative systems in Japan, England, U.S.A., U.S.S.R, Austrailials were compared and analyzed also.

The suggestions of this study are as follows:

- Establishment of an evaluation system for higher education.
- Autonomous responsibilities of national public colleges for management and administration.
- Establishment of training institutes for administrators.
- Support for the introduction of more rational management system.
- Strengthening of college finance system.

MER. 0000102

A Revision on Pre-school Curriculum

Woong Sun Hong et al.

Misc. Educational Research Report No. 102

KEDI, 1981, P. 177, Korean

Des. – Primary School Curriculum

Ide. –

This study is based on the direction and the objectives of pre-school education described in the general section of curriculum revision.

The curriculum revision contains the desirable human image fitted to the changing society, the objectives of pre-school education, organization and time-allotment, management principles, and the objectives and contents of each area.

MER. 0000103

A Revision on Elementary School Curriculum

Woong Sun Hong et al.

Misc. Educational Research Report No. 103

KEDI, 1981, P. 177, Korean

Des. – Primary School Curriculum

Ide. –

This study is based on the direction and the objectives of elementary schools discribed in general section of curriculum revision.

The curricula of each subject matters and special activity in elementary schools are researched and developed in this study. This curriculum revision contains desirable human image fitted to future society, educational objectives, organization and time-allotment, management principles, the goals of each subject matter and special activity, contents, and difficulties in teaching.

MER. 0000104

A Revision on Middle School Curriculum

Woong Sun Hong et al.

Misc. Educational Research Report No. 104

KEDI, 1981, P. 198, Korean

Des. – Middle School Curriculum

Ide. –

This study is based on the major principle described in general curriculum section and the educa-

tional objectives of middle schools described in general section of curriculum revision.

The curricula of each subject matters and special activity in middle school are researched and developed in this study. This curriculum revision contains desirable human image for new society, the objectives of middle school education, organization and time allotment, management principles, the objectives of each subject matter and special activity, contents, and difficulties in teaching.

MER. 0000105
A Revision on High School Curriculum
Woong Sun Hong et al.
Misc. Educational Research Report No. 105
KEDI, 1981, P. Korean
Des. – High School Curriculum
Ide. –

This study is based on the principle direction and educational objectives of high school described in curriculum revision.

High school curricular of each subject matter and special activity are researched and developed.

This revision contains human image for new society, objectives, organization, time allotment, management principle of high school education, objectives, contents, difficulties in teaching of each subject matter and special activity, educational objectives, contents and organizarion of each subject of vocational and high schools.

This revision was submitted to Ministry of Education.

MER. 0000106
A Survey on Technical Curriculum for a New Curriculum Development
Jeoung Keun Lee et al.
Misc. Educational Research Report No. 106
KEDI, 1981, P. 105, Korean
Des. –
Ide. –

This survey is done for basic materials of new curriculum.

It was to grasp the actual status of elementary and secondary technical curriculum and to identify the problems and answers.

It was supposed to be basic resources for the new curriculum.

The results of this survey are as follows.

First, future basic vocational education for industrial society will be stressed regardless of grades.

Second, the objectives of education in elementary and middle school are acquiring basic techniques needed in daily life, attitude development and good use of leisure time and formations of attitude toward work and value system. The objectives of high school education stresses the understanding of modern industrialized society.

Third, textbook-oriented classes should be changed into practice and experiment-oriented classes.

Fourth, development of teaching - learning materials including audio-visual materials should not be ignored.

Fifth, practice should be more emphasized even in evaluation.

MER. 0000107
A comprehensive Seminar on Elementary, Middle School Educational Development Project
Woong Sun Hong, et al.
Misc. Educational Research Report No. 107
KEDI, 1981, P. 89, Korean
Des. –
Ide. –

This research report is made of articles presented at the comprehensive seminar on educational development projects of elementary middle school which was held on Oct. 30th, 1981.

The contents of main lecture 'Korean Education in 70's and elementary-middle school educational development projects' show the situational background which generates this project, the objectives, character, developing process, the results and the effect of this project to the reform of Korean education in 80's and in the future.

The titles of 5 lectures are as follows.

- Improvement of teaching and instructional system.
- Improvement of school management and school management system.

- Dissemination of educational innovation and generalization of new educational system.
- Research on new educational system and retrospect of application outcome.
- The tasks of elementary educational innovation in 80's.

MER. 0000108

A Proposal to Amend the Curriculum of Pre-school Elementary, Middle and High Schools

Se Ho Shin et al.

Misc. Educational Research Report No. 108

KEDI, 1981, P. 42, Korean

Des. –

Ide. –

The purpose of school education is to instile in students the ability to cultivate his/her own life and participate in building a welfare society based on democratic principles.

This study is a research to develop the curriculur of each school level to achieve such purpose. The contents of curricula of schools should be organized to:

- Contribute to the maintenance and development of the self and the society.
- Satisfy the needs, capacity and ambitions of the student.
- Enable students to integrate their educational experiences so that they are able to play their future roles.

This proposal to improve the curricula, is based on the National Charter of Education and the aims of school education, and put focus on fostering of sound body and mind, cultivating the intellectual strength and skills, building of harmonious character and instilling the awareness for the community. This study also describes the direction, purpose and organizational structure for the curriculum of each school level as well as the time period and management suggestions comprehensively.

MER. 000109

A Report on a Comprehensive Seminar for the New Educational System

Gyung Sook Park et al.

Misc. Educational Research Report No. 109

KEDI, 1981, P. 138, Korean

Des. –

Ide. –

KEDI has been conducting researches on the new educational system as part of its efforts to promote educational development in elementary and middle schools since its establishment in 1972. This effort was in reducing the educational disparity existing among schools and among regions, in improving the academic achievements and in modernizing the school management system.

This report is a compilation of the contents discussed in a comprehensive seminar on the new school system. It contains: the contextual background, basic purpose and the nature of the task, development process, results, and evaluation of the 'Elementary and Middle School Educational Development Task and Korean Education in the Seventies'. Also described in this report are: Improvement of class room learning; improvement of the school management system, dissemination strategy for educational reform; Universalization of the new educational system, research on the new educational system and the tasks for educational reforms in the eighties.

MER. 000110

A Search for the Direction of Improvements in the Administrative System of Teaching Personnel.

Chung Wha Suh et al.

Misc. Educational Research Report No. 110

KEDI, 1981, p. 189, Korean

Des. –

Ide. –

This report summarizes the themes presented and discussed in a seminar on the imporvement of administrative system for the teaching personnel.

Major issues on the present teaching personnal system are:

1. Lowered morales of teachers
2. Inadequate professional quality of teachers
3. Low level of interests in the teaching profession
4. Weakening of occupational consciousness

Causes of these problems are;

1. Inadequate personnel system
2. Inadequate training system

3. Inadequate working conditions
4. Inadequate social-economic compensation

In diagnosing above problems and causes basic directions to improve the policy are set forth as follows.

1. Securement of professional climate of teaching
2. Improvement of social and economic status of teachers.
3. Securement and training of superior talents in teaching.

Also presented are following policy tasks.

1. Modification of occupational classification of public employees in education.
2. Modification of the certification system
3. Rationalization of the employment system of teachers
4. Elevation of the effectiveness of training.
5. Improvements in working couditions and securement of the welfare of teachers.
6. Changes in the compensation system.
7. Securement of a "helpful" educational administration system
8. Improvements of related systems.

MER. 0000111

A Report on the Comprehensive Seminar to Improve the Curriculum of Pre-school, Elementary, Middle and High School

Jae Bok Kim et al.

Misc. Educational Research Report No. 111

KEDI, 1981, P. 145, Korean

Des. –

Ide. –

KEDI has researched and developed a proposal to revise the curriculua of pre-school, elementary, middle and high schools at the request of the Ministry of Education. A comprehensive seminar was held to collect the opinions and advices of related experts, teachers and scholars.

This report contains the contents of the seminar. The content of this report is listed in the following sequence: The basic direction for curriculum revision, theme presentations on the revision of curriculum for each school level, discussions and reports on the curriculum revision for each school level. As supplements, the revision proposal, seminar schedule and the list of participants are also included.

MER. 0000112

Determining Factors for Academic Achievement Level in Schools Applying the New Educational System

Gyung Sook Park et al.

Misc. Educational Research Report No. 112

KEDI, 1981, P. 65, Korean

Des. – New Educational System, Academic Achievement

Ide. –

KEDI has been conducting researches on the new educational system as part of efforts to promote educational development in elementary and middle schools since 1972. This study deals with the effects the composing elements of the new educational system has on the academic achievement. This study was initiated to investigate the appropriateness of such elements and to identify the principles necessary for determining strategies for other educational reform projects.

The subjects of research were fifth grade students and their teachers and parents, principals and the superintendents-in-charge from thirty applying, cooperating and non-applying schools throughout the nation. The students were given academic, learning attitude and intelligence tests. The teachers were given a questionaire. Also surveyed were the attitudes of principals and related superintendants. The results of the study are as follows.

The factors that determine the student achievement level in the applying schools were: first, the family variable is more significant than the environmental variable, second, the significance levels of variables were in the order of the degree of committment to apply the instructional and management system, teacher variable, principal's and superintendant's attitude variable, family variable and the environmental variable, third, the sequence of significance level were, the attitude of the principle, operation of management system, teacher attitude on the new educational system, the conducting of instructional system, the degree of the teacher's understanding of the new system.

MER. 0000113

A Research to Revise the Curricula for Vocational and Home Economics Courses in the Academic

High School
Sang Man Kwak et al.
Misc. Educational Research Report No. 113
KEDI, 1981, P. 162, Korean
Des. – Academic High School Curriculum (Industrial Arts, Home Economics, Agriculture, Technique, Business, Fisheries, Family Affairs)
Ide. –

This study analyzed the problems related to the structure, purpose and guiding contents for vocational and Home Economics curricula in general high schools. Also dealt with are ways to improve these problems. The results obtained through a literature review, consultations of experts through a conference and a field survey are as follows.

- The number of subject matters should be maintained to the current level. The term technology should be retitled industrial technology.
- The purpose of each subject matter should be more clearly and simply presented.
- Among the contents of subject matters, irrational contents should be deleted.
- It is important to separate 'instruction' and 'evaluation' and presentations should be made to specific and helpful in the field.

MER. 0000114
A Research to Develop the Educational Thesaurus
Yoon Do Choi et al.
Misc. Educational Research Report No. 115
KEDI, 1981, P. 42, Korean
Des. – Information Reference, Thesaurus
Ide. – KEDI, ERIC

This research is to develop a tool (Thesaurus) for the automation of the system for the educational resource and information.

This project was in preparation for the phenomena of rapidly expanding volume of information and the specialization and diversification in the nature of information. The KEDI thesaurus was developed with American ERIC thesaurus as the reference. The process involved were selection of technical terms, determination of theme tenitories and index terms. Classification was made based on the Korean alpabetical order and the topical order based on the KEDI resource classification criteria table.

The suggested tasks to improve the KEDI Educational Thesaurus in the future are:

- The selection and supplementary insertion of descriptors for the accumulation and examination of research materials produced domestically.
- Re-examination of the appropriateness of descriptors.
- Insertion of SCOPE, NOTE.
- Insertion of USE and UF.
- Inclusion of the contents of most recently revised editions of ERIC Thesaurus.
- Classification of descriptors appropriate to the Korean context.

MER. 0000115
A Research on the System of Linkage of National Civic Education for High Schools and Colleges
Hyung Jin Yoo et al.
Misc. Educational Research Report No. 115
KEDI, 1981, P. 76, Korean
Des. – National Ethics Education, Contents of High School National Ethics, Contents of University National Ethics
Ide. –

This study was a contract research to determine the status of national civic education in high schools and colleges and to seek a system of linkage between the two educational institutions.

This study attemted to analyze the linkage system of civics education by focusing on the contents of curriculum used currently in schools. This study emphasizes the principles of the guarantee of continuity and the maintenance of succession and of integrativeness.

MER. 0000116
A Basic Research to Improve the Curriculum for Physical Education in High Schools
Sum Tai Yoo et al.
Misc. Educational Research Report No. 116
KEDI, 1981, P. 110, Korean
Des. – Athletic High School, Educational Curriculum
Ide. –

Since 1974, seven physical high schools were established in Korea. But, no opportunities to improve the curricula for these schools have been available.

This study is a basic research to develop the curricula that meet the national and social needs as well as student interests and changing demands of time. It analyzed, examined and presented the current status of the curriculum of existing schools. The results obtained from a questionaire survey of students and teachers and through a conference of school principles and master teachers are:

- Physical education subjects are operated with increased focus, while the general subjects are given minimum time periods. Thus, various problems including the lowered performance on academic tests exist.
- Measures to make-up the frequent loss of learning time need to be provided.
- Special instruction programs to upgrade the basic linguistic ability need to be provided.
- There is a phenomena that students with relatively low preformance in comprehensive examination tend to receive special skill benefit and advance to physical education schools. Consequently, these students tend to show the lack of adequate understanding of basic academic skills and general subject matters. Measures to deal with this problem are also urgently required.

MER. 0000117

A Basic Survey Research for Developing Curriculum Materials for Air and Correspondence High Schools

Jong Un Choi et al.

Misc. Educational Research Report No. 117

KEDI, 1981, P. 118, Korean

Des. – Air and Correspondence High School, Correspondence Learning Materials

Ide. –

This survey study aimed to investigate and analyze the system, the content and the utilization of textbooks and correspondence learning materials of existing Air and Cooreспondence high schools. This study is related to the revision of textbooks for the new curricula expected to be carried out in 1984. This study thus aims to provide the basic materials to improve the existing ones.

The subjects for the study were given questionaires and were interviewed. Subjects were selected among the 42 Air and Correspondence high schools throughout the nation. Among these, six male schools and six female schools of large and medium sized cities were chosen.

The suggestions to improve the curriculum materials for these high schools are made as follows.

- The volume of textbooks for both students and teachers should be appropriate to the different learning methods such as individualized study, broadcast lecture or in-class instruction.
- The size of the textbooks should be based on the nature of the subject matter and should differ for different type of instruction method.
- Content structure should be made so that the visual effect is maximized.
- The goals of the instruction should be more conservative and explanations for basic technical terms or definitions are needed.
- Diverse types of improvement programs that fit the academic abilities of individual students should be developed.
- Exercise problems should be increased. The textbooks should contain basic level questions and the correspondence exercise materials should contain more serious questions.
- Resources related with the creativity of students should be provided.

MER. 0000118

Approach and Task for Balanced Development of Education

Byong Sung Kim et al.

Misc. Educational Research Report No. 118

KEDI, 1980, P. 120, Korean

Des. – Educational Differences, School Education, School Learning Environment

Ide. –

Up to now, the disparity in education was mainly in terms of out-of-school factors-such as student's family or economic backgrounds. But, in the meantime, a contrary opinion that the school learning climate can produce significant results on learning effects is being argued.

The seminar which this report is based on

analyzed various factors that influence educational disparity. The content of the seminar was to seek a direction for school education to achieve more parity among schools. The Part I discusses the theories related to educational disparity. Part 2 diagnosed the current status of educational disparity and problems in Korea and examined what kind of difference the characteristics of school environment bring to academic achievements. Also presented here are some suggestions to alleviate the educational disparity. Also attached in this report is the list of related researches for improving educational parity.

MER. 0000119

A Research on the Utilization Effect of Educational TV program
– Focusing on Elementary Schools –

Myung Ja Nam et al.
Misc. Educational Research Report No. 119
KEDI, 1981, P. 64, Korean
Des. – Educational T.V.
Ide. –

This study aimed to examine the utilization effect of introducing over a 100 KEDI produced educational broadcast programs as VTR. It was also to seek the way to effectively utilize the education broadcasting in the future and to study the participation level of children, attention level according to program types, learning effect and the reactions by the teachers.

The results of operating an educational TV experiment school indicated that grade improvement occurred in all of 3,4,5 and 6th grades. Also, the goal accomplishment level of unit programs after the broadcast was very high at 65 to 100%. In the meantime the scope of learning experience for students was widened. It also helped in improving the instructional system but the paperwork load of teachers has somewhat increased.

MER. 0000120

A Direction for More Effective Management of Local Educational Administrative Structure

Chung Wha Suh et al.
Misc. Educational Research Report No. 120
KEDI, 1981, P. 139, Korean
Des. – Local Educational Administration System
Ide. –

Securing of a new educational administrative system is urgently needed in order to maximize the efficiency of educational system and to adapt to the expected social changes. Accordinaly, KEDI has initiated a research to seek ways to make the regional educational administration more effective as a way to support the unit schools more effectively.

For the research, the changing process of local educational administration was discussed and comparative analyses of local educational administration systems in major countries were made. Also, a direction for the improvement of local administration system was suggested. Also presented are the current status, problems, the direction for improvements and major policy tasks in the following areas: the structure, management and administrative and financial support for local educational administrative system.

Also, following items are suggested as the result of the study.

- Step by step re-organization of local educational administrative structure.
- Re-distribution of manpower based on re-organization of the structure.
- Provide additional support for unit schools with funds saved from structural re-organization.
- Conduct a detailed survey for implementation plan and follow-up researches.

MER. 0G00121

A Search for the Direction to Improve the School Education System and the Curriculum

Se Ho Shin et al.
Misc. Educational Research Report No. 121
KEDI, 1981, P. 388, Korean
Des. –
Ide. –

Development of the new educational system requires solving of existing problems and dealing with the social change effectively. The new design and reform tasks in the entire aspects of the educational system are necessary. The improvements in

educational curricula, the structure of school education and its management are the central features among the tasks. KEDI has conducted various researches and seminars related to this major goal.

This report summarized the results of the seminar held in December, 1980. Part 1 is on the improvement direction for Korean education. Part 2 deals with the direction of improvements in educational system. Part 3 is on the direction for educational curricula. Part 4 discusses the problems and the improvement direction for subject material. Finally, part 5 is made of summary and the conclusion.

MER. 0000122

A Comprehensive Report on the Elementary and Middle Schools Development Project

Woong Sun Hong et al.

Misc. Educational Research Report No. 122

KEDI, 1981, P. 541, Korean

Des. – New Educational System

Ide. –

The research projects for the development and nativization of the new educational system have left many achievements in the development of Korean education. Results of such researches have been greatly reflected in the new educational curricula.

This comprehensive report contains the experiences obtained while promoting such efforts. These experiences can provide the reference for the continuing educational reform efforts. The report comprehensively discusses the research, development and dissemination processes of elementary and middle school development projects.

The content largely divided into six territories is as follows.

Part 1 discusses the status before the promotion of educational development projects. Part 2 deals with the search for measures to take and initiated changes. Part 3 is related to the field. Approach toward universalization is in part 4. Part 5 treats the influences the new educational system exerted on Korean education. Part 6 includes reflections and prospects. Also included as a supplement are instructions by subjects and by instructional models, development models of instructional materials and the systems evaluation model.

MER. 0000123

A Report of the Evaluation Seminar on the Experiment Results of 1,2,3rd Grades Text Materials

Ho Soon Bae et al.

Misc. Educational Research Report No. 123

KEDI, 1981, P. 109, Korean

Des. –

Ide. –

This report is a comprehensive reports of the content of the evaluation conference on the results of the field experiment for first, second and third grade text materials conducted in 1981.

The results of the evaluation conference on the experimental research, composed of 34 research school teachers, boards of education personnel and others, are as follows.

- Problem areas and improvement issues for operation (Processes and procedures) of the experimental research on text materials.
- Problems in the application process of the text materials.
- Problems in content and improvement measures.
- Results and tasks for experimental research.
- Research plan for 4,5 and 6 grade text materials.

The conference was conducted in three parts. Part 1 consisted of theme presentations under the title of "Text materials Experimental Study as Seen by the School Manager". Part 3 had presentation on research results by subject matters.

MER. 0000124

A Search for the Evaluation Criteria for Activities Development and Special Activities

Jung Gyu Hwang et al.

Mics. Educational Research Report No. 124

KEDI, 1981, P. 49, Korean

Des. –

Ide. –

This study was conducted to search for the criteria and methods of evaluating activities development and on the evaluation of special activities. This report presents suggestions for evaluating activities development and special activities in detail. Related to this, the suggestions that must be considered are as follows.

First, the evaluations of activities development

or special activities must be accompanied by educational activities.

Second, the evaluation of creative activities necessitate more theoretical cultivation and actual research.

Third, it is difficult to achieve expected goals without the adequate re-training and training opportunities for teachers.

Fourth, it is necessary to have various systemic changes-encluding the changes in school systems.

Fifth, it should be decided with the considerations for academic tests, physical fitness test, activities development and special activities evaluation in a comprehensive manner.

MER. 0000125
On the Concept of Life-long Education
Nan Soo Kim et al.
Misc. Educational Research Report No. 125
KEDI, 1981, P. 249, Korean
Des. – Life-long Education
Ide. –

With the documenting of the concepts of the life-long education in the Article 29 of the new Constitution. discussions on the subject are becoming active.

This research was a 1981 KEDI contract research given to the Education Research Institute of Yonsei University. The study discusses the necessity and the characteristics of life-long education. Researches on the philosopical, psychological and sociological foundations of life-long education are discussed here.

Also, increase of local-initiative, development of life-long learning forms, recognition of learning effects and demonstration of life-long education function of higher education institutions are all discussed in this report.

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